



2007-2008 Academic Catalog
Anderson University
knowledge for the journey

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Announcements for the Ninety-seventh Year
2007-2008

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Catalog Information

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Non-Discrimination

Anderson University accepts students on the basis of academic qualifications, character, and evidence of the potential to benefit from the university experience. The University accepts all qualified applicants without regard to race, religious creed, place of national origin, sex, age, disability, or ethnic group.

Complaint Procedure

Students and other interested parties who have complaints regarding institutional policies and practices, or who wish to request deviation or release from the requirements of University programs or policies, must submit written statements summarizing their concerns to the following offices: all minors are subject to the following guidelines:

1. Enrollment Management – matters pertaining to admissions and financial aid.
2. Academic Affairs – matters relating to academic programs and policies.
3. Student Development – matters relating to student development programs and policies.
4. Finance and Administration – matters relating to financial, business operations, and facilities (including buildings and grounds) programs and policies.
5. Athletics – matters relating to athletic programs.
6. Information Services – matters relating to information services, systems and technology.

Each office will respond in a timely manner and in writing to each specific written complaint.

Contents

President's Message	4
Presenting Anderson University.	6
Admissions/Financial Aid/Expenses	18
Academic Curriculum	40
Academic Programs	50
Academic Courses	100
Academic Policies.	188
Student Development and Campus Life	208
University Directory	218
Campus Map	245
Index	246
User's Guide to Catalog Information	249

President's Message



Fall 2007

Welcome to Anderson University!

Those participating in the life of the University under this academic catalog will write the history of the 97th year of operations of our beloved institution.

Acting out of a deep desire to build a rare learning environment, our founders were people of commitment and vision.

And so it is that today Anderson is a *rare* place indeed – where the entire campus community is devoted to the high ideals of Christian higher education in an intellectually stimulating environment.

Here, we view life as a *journey* . . . gifted to each of us by God and filled with choice and possibility every step of the way.

As you pursue your particular goals and dreams this year, I encourage you to consider that the greatest danger to becoming the person you were meant to be is to fall into the trap of complacency. Anderson University itself is a very good place and our greatest challenge is to energize one another to make certain that as good as we are, we are continuously cultivating the desire, ability, and expectation to improve on what we do.

Students, we have a deep desire that attending Anderson University will be just the start of a lifetime marked by an unquenchable thirst for knowledge, exploration, and service.

Have a great year at AU!

Cordially,

A handwritten signature in dark ink, reading "Evans P. Whitaker". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Evans P. Whitaker, Ph.D.
President



Presenting Anderson University



Mission Statement of Purpose

Anderson University is an academic community, affiliated with the South Carolina Baptist Convention, providing a challenging education grounded in the liberal arts, enhanced by professional and graduate programs and a co-curricular focus on the development of character, servant leadership, and cultural engagement. This is a diverse community that is Christ-centered, people-focused, student-oriented, quality-driven, and future-directed.

Vision Statement

To be a premier teaching university where liberal arts and professional studies thrive within a distinctively Christian community of faculty, staff and students dedicated to learning and service.

Values

Anderson's vision represents a shared sense of the type of university we want to create. We are bound together as a community by this common aspiration. Values serve as guides that shape our daily actions. Everyone needs to know and understand the values of our organization; they are a guiding force in people's hearts:

- A Christian Community
- The Liberal Arts
- The Individual
- The Student
- A Diverse Student Body
- Continuous Improvement
- Servant Leadership
- The Future

Our vision provides the big picture of the university ethos while our Strategic Plan, Vision 2014, is a roadmap to the future destination for the university.

Strategic Plan

Vision 2014 is an aggressive agenda for accomplishment to be pursued over the next ten years. It consists of 14 broad strategies that will lead to unprecedented progress at Anderson University, placing the institution in the front ranks of Christian higher education and allowing AU to enlarge its service to and impact on individuals, the local region, society, and the church.

STRATEGY ONE: Create an exceptional, future-driven Christian learning environment that emphasizes values, high standards of scholarship, mutual respect, and nurturing support for all members of the Anderson University community.

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Make student learning – the education of the whole student – our top priority
2. Attract and retain outstanding Christian scholars and staff

8 | Presenting Anderson University

3. Support staff in continuously expanding their professional knowledge and skills; establish a new employee orientation and ongoing professional training program
4. Create a climate that encourages AU undergraduates to pursue graduate study, distinguished fellowships, and careers of life-impacting significance
5. Keeping excellent teaching our primary focus, embrace a broad view of scholarship that includes teaching, discovery, application, and integration; develop discipline-specific standards for quality scholarly and creative faculty contributions

STRATEGIC INITIATIVES

6. Maintain an overall student to faculty ratio between 13:1 and 17:1
7. Increase percentage of full-time faculty with terminal degrees from 65% to 80-85%
8. Restructure academic units (currently divisions) to reflect the maturity and quality of the academic programs
9. Establish a center for teaching and learning to encourage, assist, and support faculty in their efforts to continuously improve as learner-focused teachers
10. Increase faculty salaries to median levels for comparative aspirant institutions
11. Increase faculty development funding to competitive levels
12. Implement a compensation management program for staff designed to keep staff salaries competitive
13. Establish exceptional co-curricular learning opportunities designed to set AU undergraduates apart – such as extraordinary internships, original research projects, international educational travel, and Christian missions
14. Develop high quality, self-supporting masters, specialist, and doctoral degree programs that make sense for AU; develop a timeline for graduate program development
15. Design new facilities to support and foster learning, research and teaching including a new library
16. Enhance student-centered services to enable academic success such as exceptional advising and user- friendly administrative and academic processes
17. Make curricular enhancements to foster the development of students' communication (oral, written, and technological) and reasoning skills
18. Explore and consider membership in the Associated New American Colleges (ANAC) consortium and the Council of Christian Colleges and Universities (CCCU)
19. Explore and consider restructuring the academic calendar to facilitate a January term

STRATEGY TWO: Create robust, engaging student development and residence life programs that support retention goals, foster relationship-building, create community, emphasize Christian growth and character development, and create extraordinary student satisfaction

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Seek to continuously improve student development programs to enhance Christian life and develop leadership and character development among students

STRATEGIC INITIATIVES

2. Provide campus housing for at least 75% of the traditional student population
3. Incrementally refurbish residence halls with new furnishings and décor
4. Fully embrace the "residence life" philosophy wherein residence halls are nurturing living and learning environments
5. Embrace a view of student life that values and programs for various student sub cultures such as athletes, commuters, adult ACCEL learners, minorities, etc.

6. Enhance "community building" activities within residence halls
7. Enhance weekend student activities
8. Renovate/enhance and expand the student center
9. Add full-time residence life staff qualified at the masters degree level
10. Expand the role and responsibilities of residence hall supervisors and resident assistants for enhanced supervision, community building and greater residence life effectiveness
11. Enhance food service facilities and food variety
12. Create a senior year experience program that ensures that the end of the student's undergraduate career is as promising as the beginning
13. Create services and a total campus atmosphere that is affirming and supportive of ACCEL students

STRATEGY THREE: Create within the context of our distinct Christian mission, an environment that welcomes and extends Christian hospitality to people from diverse backgrounds, recognizes the dignity and worth of each individual, and seeks to foster greater understanding.

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Make a budgetary commitment to hire minority faculty
2. Seek a representation of minorities on the faculty and professional staff that equals the racial diversity of the campus; an initial goal of 12%
3. Increase minority representation in the student body; an initial goal of 17%
4. Initiate a "minority fellows" program designed to recruit promising minority faculty members early in their academic career
5. Develop community partnerships to support minority programming
6. Develop an ambassador program for minority recruitment
7. Increase the campus presence of visiting Christian scholars from other countries and cultures who understand and appreciate our Christian mission and Baptist tradition
8. Consider the creation of a cultural affairs function within the Student Development division to enhance attention given to the needs of minority and international students
9. Add curricular and co-curricular emphases of interest to minority students
10. Increase the presence of artwork, speakers, and performances that reflect the racial diversity of our campus and society
11. With the Christian faith (see Romans 12:2) and our Baptist tradition as our compass, foster student understanding and discussion of racial, ethnic, cultural, and religious diversity issues in the context of learning settings

STRATEGY FOUR: Build on our present commitment to the integration of faith and learning, cultivate and nurture an institution-wide passion for integration.

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Affirm the teachings of Jesus Christ, with special emphasis on the Great Commandment, the Great Commission, Christian civility and the Golden Rule
2. Integrate 'Great Commission' emphasis into selected service/study programs

STRATEGIC INITIATIVES

3. Develop learning opportunities (speakers, conferences, peer-to-peer learning, etc.) for faculty to develop greater understanding of and practice in the integration of faith and learning – that is, to help students explore and discuss the natural intersections of the Christian faith and the disciplines
4. Recruit faculty and staff who are committed to the integration of faith and learning
5. Create and organize out of class opportunities for faculty and students to discuss the implications of the Christian faith in the disciplines and professions
6. Create opportunities for juniors and seniors to reflect on their AU learning experience to facilitate synthesis of faith and learning and its implications for life after college
7. Consider the facilitation of more faculty and student faith discussions specific to the academic disciplines

STRATEGY FIVE: Educate students for global citizenry

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Require a foreign language in all traditional undergraduate programs
2. Create additional study abroad opportunities and international university partnerships for faculty and students
3. Develop a viable model for financial accessibility to study abroad for full-time traditional students
4. Seek to increase the enrollment of international students

STRATEGY SIX: Attract, support, and retain a student body that is academically talented, motivated to succeed, and desirous of membership in an academically challenging Christian learning environment

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Achieve a headcount enrollment of 2,000-2,200 students; 1,400 traditional, 600 adult students, 200 graduate students
2. Achieve a freshman retention rate of 80%
3. Achieve a six-year graduation rate of 55%
4. Apply selective admissions standards with the goal of increasing minimum entrance scores, grade point averages, and the percentage of students in the top 25% of their high school class
5. Develop a strong, focused retention plan
6. Target for recruitment the top 10 to 25% of Hispanic students
7. Enhance recruitment efforts of minority students
8. Develop admissions marketing plans for each academic division; link marketing plan for academics to web site
9. Enhance career services to all majors, with special emphasis on business
10. Reduce the traditional student discount rate from 40% to 30%
11. Design into Freshman Programs a presentation that will help students and parents understand and appreciate their sources of financial assistance (SC Baptists, the State of South Carolina, the Federal government, individual donors, and Anderson University)

12. Create exceptional academic services to support and maximize the academic success of our students (registration, financial aid, business office, etc.)
13. Develop within The Cultural Experience Program a social skills series that will ensure that students develop the social skills (etiquette/protocol, dress, etc.) they will need to positive reflections of Anderson University, upwardly mobile in their careers, and successful in life

STRATEGY SEVEN: Pursue additional programmatic distinctions that will set Anderson University further apart from other Southern comprehensive colleges and universities

INITIATIVES AND PRIORITIES:

STRATEGIC INITIATIVES

1. Conduct an audit of current "distinctives"
2. Create an enhanced focus on study abroad and mission work that will allow each AU student that persists past 90 semester hours with a 2.5 GPA to engage in one of the two options
3. Develop quality indicators
4. Be known in the region as "the quality provider of adult education"
5. Seek additional affordable specialized accreditation for appropriate academic programs
6. Pursue a goal of AU graduates scoring in the 75th percentile on all disciplinary competency and knowledge assessments
7. Cultivate and nurture true excellence in academic programs
8. Investigate non-traditional day scheduling

STRATEGY EIGHT: Guide all AU students in academic and student life programs to understand the Christian perspective of life, embody the attitudes of leadership and stewardship, and view work as vocation

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Affirm the teachings of Jesus Christ with special emphasis on the Great Commandment, the Great Commission, Christian civility and the Golden Rule
2. In both academic and student life programs, help students understand life as a gift over which they are to be stewards of their talents, abilities, and all God has given them and understand they have a responsibility to serve others as an expression of gratitude
3. Encourage and support student leadership of campus spiritual life through a wide variety of religious activities

STRATEGIC INITIATIVES

4. Enhance institutional focus on service to others and Kingdom growth
5. Enhance chapel with an increased budget to attract more speakers that emphasize the Christian foundations of life, work, and intellectual activity
6. Provide enhanced generation-specific Christian growth and evangelism activities
7. Place a new, stronger emphasis on the creation and facilitation of extraordinary mission opportunities for students, faculty and staff
8. Explore extending a form of The Journey (chapel) to ACCEL students that makes sense for evening students

12 | Presenting Anderson University

STRATEGY NINE: View the campus as a precious resource and continuously enhance its beauty

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Establish a community value of viewing the campus as a precious resource that enhances campus living, student recruitment and retention, and regional pride
2. Faculty and staff will model stewardship and campus pride
3. Maintain high standards for safety across campus and high standards for health inspections in the residence halls

STRATEGIC INITIATIVES

4. Remove concrete and asphalt from the inner campus to create additional green space
5. Develop a long-term plan to remove the tower from the campus
6. Expand parking
7. Install new aesthetically pleasing signage to enhance campus beauty and facilitate better visitor navigation
8. Create more gathering spaces, both inside facilities and on the grounds
9. Designate smoking areas away from public traffic and develop a proposal for a smoke-free campus
10. Restore the prayer garden at the Sullivan Building
11. Enhance the beauty of the campus with additional plantings, outdoor art, gazebos, water features, flower gardens, etc.
12. Professionally design all new and replacement landscaping
13. Where cost economies can be gained, add environmentally conscious features to facilities

STRATEGY TEN: Further build an athletics program that is characterized by a winning tradition, academic achievement, sportsmanship, and character development

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Promote and value a winning tradition in all sports

STRATEGIC INITIATIVES

2. Increase the six-year student-athlete graduation rate to 55 percent
3. Consider adding sports that attract out-of-state students
4. Consistently lead the Carolinas Virginia Athletic Conference Honor Roll
5. AU athletes will be the conference model for sportsmanship in all sports
6. AU athletics will emphasize character development among all student-athletes
7. AU student-athletes will promote character development to children and youth in schools, churches, and youth organizations
8. Develop a master plan for athletic facilities

STRATEGY ELEVEN: Establish an integrated marketing program that will communicate Anderson University's identity as a leading Christian comprehensive university

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Be perceived by the local community and the region as a premier private college
2. Be perceived by prospective students as an academically serious, intentionally Christian, caring university that produces successful graduates
3. Ascend to the top tier of US News and World Report's Southern Comprehensive Colleges and Universities
4. Establish and adequately fund an office of marketing and communications
5. Establish within each academic division a marketing and outreach plan for student recruitment and the development of stronger ties with disciplinary peers in the schools; tie marketing plan for academics to web site
6. Increase coverage of AU in local and regional media outlets
7. Increase the presence of Anderson University faculty presentations at scholarly/professional conferences, symposia, and colloquia, and increase the hosting of such meetings on the AU campus
8. Increase the participation and presence of AU faculty and staff in local and regional decision making, non-profit organizations, etc.

STRATEGY TWELVE: Further enhance service, service learning, and community engagement of the entire campus community

INITIATIVES AND PRIORITIES

STRATEGIC PRIORITIES

1. Continue to build our community service programs to involve more students, faculty, and staff

STRATEGIC INITIATIVES

2. Establish Anderson University as the single largest higher education contributor of community service hours in the area
3. Establish a formal process to identify and track community service and service learning participation
4. Increase publicity about the University's community service

STRATEGY THIRTEEN: Ensure a sound financial future

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Seek annual revenue growth of 10 percent
2. Increase the endowment to exceed the annual operating budget
3. Achieve a financial viability ratio of 1:1
4. Establish/fund a development effort that can realistically achieve our fund raising goals

STRATEGY FOURTEEN: Significantly strengthen the collection of data, the technological infrastructure of the campus and the use of technology in all areas of the University.

INITIATIVES AND PRIORITIES

STRATEGIC INITIATIVES

1. Provide ongoing instruction to faculty in the use of technology as a powerful tool

that enhances access to learning, ignites the discovery of new knowledge, and inspires collaborative thinking.

2. Become data-driven in institutional decision-making at all levels
3. Strengthen the collection of alumni information with special emphasis on additional education and career path that provide indicators of AU's impact
4. Complete infrastructure additions to become a totally wireless campus
5. Seek to be a leader in technology among small campuses
6. Consolidate widely used individual software into site licenses for greater efficiency and broader campus accessibility
7. Eliminate unnecessary IT staff responsibilities by better equipping faculty, staff, and students to be more self-sufficient
8. Purchase and migrate to a new administrative software system for greater functionality and efficiencies
9. Fully develop distance learning software capabilities and ongoing training
10. Institute a technology replacement budget for the systematic replacement of instructional technology, software for computer labs, and computers for faculty and staff offices
11. Establish three multi-media lecture halls
12. Increase technology in all classrooms

Institutional Effectiveness

Anderson University's commitment to its mission and purpose requires careful monitoring of progress toward achieving these goals. Students and other members of the campus community are expected to participate in various assessment activities. Information gathered from these assessments will enable the university to enhance its educational programs and services for future generations.

History

Anderson University traces its origin to one of the first institutions of higher learning for women in the United States. The Johnson Female Seminary opened in the village of Anderson in 1848. The founder was the Reverend William B. Johnson, a Baptist minister who was the first president of the Southern Baptist Convention.

The school the Reverend Mr. Johnson founded was forced to close during the Civil War and did not reopen; but in time a new generation carried on what had been begun at that institution. A group of public-spirited citizens, desirous of having an institution of higher learning in Anderson, offered 32 acres of land and \$100,000 to the South Carolina Baptist Convention at its meeting in 1910. The Convention nominated a group of trustees, and Anderson College was granted a charter in 1911 by the South Carolina General Assembly. In 1912, the college opened its doors and operated as a four-year college for women until 1930. In 1929, the South Carolina Baptist Convention approved the institution's transition to a junior college, the first in the state. The College became a coeducational institution in 1930.

In December 1989, the Board of Trustees voted to return the College to its status as a four-year institution, beginning with the fall semester of 1991. This decision was subsequently

affirmed by a unanimous vote of the General Board of the South Carolina Baptist Convention. The first four-year class since 1930 graduated in May, 1993.

In October 2004, the Board of Trustees voted to begin the first graduate program. The Master in Education degree was unanimously approved by the Board and graduate students were admitted to the University beginning January 2006.

In May 2005, the Board of Trustees voted to assume university status to better reflect the quality, breadth, and maturity of the academic program and the entire institution. The name of the institution was changed to Anderson University in January 2006. This decision was also affirmed by a unanimous vote of the Executive Committee of the South Carolina Baptist Convention. On January 1, 2006, Anderson College officially became Anderson University, capping a year of unprecedented growth in both quality and quantity. The University welcomed its largest ever freshman class in the fall of 2005, and was named for the first time to the top-tier of private comprehensive colleges and universities by U.S. News and World Report, a ranking it improved upon in 2007. The freshman class coming in the fall of 2007 is on track to be the third straight new record enrollment for freshmen.

Anderson University boasts a lively campus atmosphere with dozens of organizations ranging from Baptist student groups to academic and service organizations. The University competes in NCAA Division II athletics and currently has more than 19 teams in a variety of sports including, men's and women's basketball, men's and women's soccer, baseball, volleyball, softball, cross country, wrestling, and equestrian.

The year 2006 also saw the largest single building project in Anderson's history as a new \$7.5 million library was constructed, tripling the size of the previous library. In addition to badly needed additional space for the ever-expanding holdings of the previous library, the new library houses meeting rooms that are available for use by Anderson businesses and civic organizations, group study rooms, a café', a computer lab, a music lab, a spacious art museum, a multi-media lecture hall and study areas for use twenty four hours a day and seven days a week. The Thrift Library was dedicated in April of 2007 and has already become a central gathering place and very popular student learning facility.

In the fall of 2007, Anderson University is opening the first of several new residence halls constructed on land across the street from the front of campus. While the new residences are modern and state-of-the-art, they are also carefully designed to blend in with and compliment the scenic Boulevard Historic District that surrounds them.

The University currently has some 1750 students enrolled. The long-range plan for Anderson seeks to grow that enrollment slightly to 2,200 students within the next few years.

While founded as a liberal arts institution, which it remains at its core, Anderson University today is a much more comprehensive university with a thriving business program, one of the top teacher education programs in the South, and several other non-liberal arts majors. With the success of the first graduate program in 2005, Anderson plans to launch several others within the next few years.

The University is housed on 80 acres of wooded land in the historic northeast section of Anderson, South Carolina. The Upstate of South Carolina, always known world-wide for its large lakes, the foothills of the Appalachian Mountains and overall scenic beauty, is now equally known for it's growing reputation as one of the high-growth corridors in the Southeast. The Greenville – Spartanburg – Anderson metropolitan area is home to dozens of international headquarters and major corporations, including Michelin and BMW Manufacturing.

The community of Anderson, having given birth to the University, has nurtured and supported the institution throughout its history. In turn, the University has provided intellectual, cultural, and recreational opportunities for the citizens of the Anderson area, and has made a significant contribution to the economy of Anderson. In 2005 alone, the estimated economic impact of Anderson University to the local economy was over \$100 million.

Campus

The campus is in a residential section in the northeastern part of the city, within walking distance of the downtown business district, local churches, the county library, the Anderson Area Medical Center, and many other institutions and civic organizations. Over a hundred oaks grow on the campus, which is landscaped in a series of rising terraces, with flower-bordered walks and driveways. Wisteria, dogwood, azaleas, a rose garden, and formal memorial gardens add to the natural beauty of the surroundings. The heart of the campus is the cluster of three original buildings—the Merritt Administration Building, Denmark Hall, and Pratt Hall. Five major buildings serve the academic program of the College—the Olin D. Johnston Building; the Watkins Teaching Center; Vandiver Hall; Callie Stringer Rainey Fine Arts Center, containing Henderson Auditorium, the Gallant Art Gallery, the Homozel Mickel Daniel Recital Hall, the Belk Theatre, and the Gambrell Rehearsal Hall; and the faculty office building. In 2007, the University completed the largest single-phase building project in its history as the \$7.5 million Thrift Library opened to students. The library contains over 50,000 square feet of space and features study rooms, a multi-media center, an art gallery, meeting rooms, a music lab and a spacious computer lab. It also houses the new McClellion Café and the popular Java City coffee shop.

Five traditional style residence halls and seven apartment style buildings are available for student housing: Denmark Hall, Kingsley Hall, Lawton Hall, North Rouse Hall, Pratt Hall, South Rouse Hall, Stringer Commons, and The Village Hall. The seventh apartment-style residence hall opens in the fall of 2007 across the street from the front of the campus. Several more are planned for the land adjacent to that facility. The Abney Athletic Center, Smethers Field, and the Grubbs Memorial Tennis Courts are the home of intercollegiate athletics at Anderson University. The intramural and club sports program also use these facilities, as well as Whyte Gymnasium. There are four additional tennis courts between Vandiver Hall and the Sullivan Building, which houses Campus Ministries. In the center of the campus is the Student Center, which houses the Post Office, Bookstore, Business Office, Registrar's Office, Canteen, Game Room, and Computer Center. The Rice Building (Financial Aid Office) is located on Kingsley Road. The Admissions Office is located adjacent to the front corner of campus across the street from the Sullivan building. Across Boulevard Street from the Admissions Office is the office for the ACCEL adult evening education program. (See the map inserted at the back of this catalog for the specific location of all campus buildings and facilities.)

Accreditations and Affiliations

Anderson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Anderson University. The National Association of Schools of Music, National Council for Accreditation of Teacher Education, and South Carolina State Board of Education (Teacher Education) have

accredited specific programs. Anderson University is a Candidate for Accreditation by the Association of Collegiate Business Schools and Programs (ACBSP).

(All documents related to Anderson University's accreditation are available for viewing in the Office of the President.)

Anderson University also maintains affiliations with the following:

Association of American Colleges and Universities

American Council on Education

Association of Southern Baptist Colleges and Schools

Council of the Advancement and Support of Education

Council on Independent Colleges and Universities

National Association of Independent Colleges and Universities

South Carolina Association of Colleges and Universities

South Carolina College Council

South Carolina Higher Education Assessment Network

South Carolina Independent Colleges and Universities

South Carolina College Personnel Association

Associate of Southern Baptist Admissions Professionals (ASBAP)

North American Coalition for Christian Admissions Professionals (NACCAP)

National Association of College Admission Counseling (NACAC)

Admissions/Financial Aid/Expenses



ADMISSIONS

Anderson University attempts to select those students who show promise of being academically successful. Each applicant's record is examined for evidence reflecting potential for intellectual and social growth, strength of character, and seriousness of purpose. The major factors considered in admission decisions are as follows: graduation from a high school or submission of proof of having passed a high school equivalency test, the high school grade-point average, the curriculum taken in high school as it relates to the applicant's further educational or career objectives, scores on the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT), and references. In addition to these considerations, the University may choose to examine further any applicant by the use of psychological, achievement or aptitude tests, and a personal interview. Anderson University accepts students on the basis of academic qualifications, character, and evidence of the potential to benefit from the University experience. The University accepts all qualified applicants without regard to race, religious creed, place of national origin, sex, age, disability, or ethnic group.

Prospective applicants are encouraged to visit the campus and to talk with an Admissions Counselor. The Admissions Office will make arrangements for campus visits between the hours of 9:00 a.m. and 4:30 p.m., Monday through Friday. For information or application materials, please call or write:

Director of Admissions
Anderson University
Anderson, SC 29621

864-231-2030 or 1-800-542-3594

You may also visit our website at www.andersonuniversity.edu

Types of Admission

Regular Admission is normally granted to students who have an average of at least 2.5 on a 4.0 scale (C+ average) calculated on academic courses and a 1000 on the SAT I or 20 on the ACT. Conditional Admission may be granted an applicant who does not meet one or both of these standards. Conditionally admitted students are required to develop a performance contract with the director of the Academic Services Center and to complete successfully that contract. The course load for conditionally admitted students should not exceed fifteen hours in the first semester of enrollment. Students may be released from conditional status following one semester of enrollment if grades of "C" or better are earned in all courses and the contract is upheld. Otherwise, the program extends through the entire first year.

General Application Procedures

Applicants who are United States citizens, and who are applying for admission to college as full or part-time degree seeking or non-degree seeking students must provide the Admissions Office with the following:

1. A completed Application for Admission form. This form can be obtained from the Admissions Office or found on our website.
2. A high school transcript of all work completed or in progress. The applicant is

responsible for requesting that a final high school transcript be sent to the Admissions Office. All transcripts must be official ones bearing the official seal of the institution and/or the signature of the appropriate officer of the school. Proof of successful completion of a high school equivalency program (General Education Diploma or G.E.D.) may be submitted in lieu of a high school transcript. A score of 250 is required for admission.

3. The official scores earned on the Scholastic Aptitude Test or the American College Testing Program. Information regarding these testing programs is usually available through the high school guidance counselors.
4. A non-refundable processing fee of \$25.00. The University waives this fee for students who are enrolled in Teacher Cadet classes at their high school. The coordinator of this program at each high school should sign a fee waiver form provided by the University to confirm this fee waiver accommodation.

Applicants who are 25 years of age or older and who have no previous college experience must submit all of the items listed above, except for SAT or ACT scores, and may be asked to demonstrate acceptable skills in English and writing on a College Placement Exam. Transfer students must submit official transcripts of all previous college work attempted.

Special Procedures for Admission

Transfer Students. Anderson University accepts transfer credits from regionally accredited institutions. Applicants wishing to transfer to Anderson University from another college must submit all items required in the admissions procedures listed above, with the following exception: If the transfer applicant has earned 24 or more semester hours of credit at another institution, the high school transcript need not be submitted. Transfer applicants must submit official transcripts of all previous college work attempted and must be eligible to return to the college in which they were last enrolled. The college transcript(s) will be evaluated by the Registrar at the time the applicant is accepted for admission. The applicant will be notified when the evaluations are complete, and the applicant will be directed to make an appointment with the College Dean of their chosen major. Transfer students who leave their former school on academic probation will enter Anderson University on academic probation if admitted. Students who are academically suspended from another college will not be considered for admission to Anderson University during the period of their suspension. Additional information regarding transferring to Anderson University is available in the "Academic Policies" section of this catalog.

International Students. In addition to the items listed under General Application Procedures, international students are required to submit the official report of the score earned on the Test of English as a Foreign Language (TOEFL). SAT or ACT scores should be submitted if they are available. The minimum acceptable TOEFL score (non-computerized) at Anderson University is 550. The minimum acceptable computerized score is 220. The minimum acceptable internet based score is 75. International students must also provide verification of their ability to pay for room, board, tuition and fees before immigration forms will be issued by the University. They are also responsible for making their own housing arrangements during times when the University is closed for holidays and during certain times during the summer.

Former Students. Students who have previously attended Anderson University should submit a Former Student Application for Admission. Former students will return under the provisions of the university catalog which is in effect at the time of their readmission.

Transient Students. Applicants who have been attending or are currently attending another college or university and desire to enroll in a course or courses at Anderson University must submit the Application for Admission Form indicating "Special Non-Degree" as the classification requested, available from the Admissions Office, and a statement from the appropriate official at the institution they are attending, indicating that they have approval to take one or more courses at Anderson University.

Concurrent Students. Any high school student who has completed the tenth or the eleventh grade but who is not yet a high school graduate may apply to take courses for college credit during the regular or summer terms. Applicants must submit a Concurrent Student Application for fall or spring semesters or a Summer School Registration Form for a summer term, a transcript of all high school work completed or in progress, a statement of approval from the high school principal or guidance counselor, and SAT or ACT scores.

Summer School Students. Students in any of the above categories may apply for admission to one or more summer terms at Anderson University by submitting a Summer Registration Form.

Auditors. Persons desiring to audit classes may do so with the approval of the Registrar and the instructor in the course. The University reserves the right to refuse to allow an individual to register as an auditor in courses in which the predominant mode of instruction makes them inappropriate courses for auditors. Auditors are "listeners" in the class. They do not take examinations and do not receive credit. They may participate in class discussion with the approval of the instructor. The fee for auditing a course is one-half the normal tuition for the course and any special fees that may be required for registering that course.

Notification to Applicants

Applications may be completed at any time prior to the beginning of the term for which the applicant plans to enroll. Deadline for application for admission is June 30 for fall semester and December 1 for spring semester. As soon as the application is complete, the file will be reviewed and the applicant notified of the decision. The Commuting Applicant approved for admission will be sent a commuter contract, which the applicant should complete and return immediately with a reservation fee of \$100.00. The Resident Applicant approved for admission will be sent a housing application and contract which should be completed and returned with a fee of \$250.00. Early response is important to be assured of being assigned a room in a university residence hall. All students must also submit a completed health form.

Continuation of Enrollment

Once admitted to the University, a student is assured of the privilege of enrolling for successive terms, provided he/she maintains satisfactory academic, social, and financial standing. Full-time students pursuing the bachelor's degree will not be considered to be in good standing after twelve semesters of enrollment. There is no limit to the number of terms of enrollment for part-time students who maintain sufficiently high grades to avoid academic probation or suspension. Students who have been academically suspended, who have served their period of suspension, and who have not exceeded the number of terms of full-time enrollment allowed, may apply for readmission by following the procedures prescribed above for former students.

Anderson Central

Anderson Central is a full-service, one-stop experience where students can accomplish the "business" of being in school. Anderson Central is located in the Rice Building and it is designed to help students meet their educational goals through centralized support, financial assistance, and commitment to service. There are two Student Service Coordinators or SSCs to assist students with questions involving registration, student records, financial aid, student accounts and collections. These staffed professionals are there to assist you in person or by phone during office hours. Students can now go to one place to get their questions answered.

Anderson Central offers over 40 front line student services that can be accomplished in one central location:

Admissions Information Available:

ACCEL Degrees fact sheet

ACCEL academic year calendar

Admissions Application for ACCEL, Traditional and Graduate students

Enrollment Deposits

Anderson Central Services Available:

Check cashing

Clear holds on accounts

Debit card payments

Financial Aid appointments scheduled

General information

Health forms

Independent Study forms

Loan checks signed

Meal plan change forms

Name/Address change forms

On / Off campus job information

Outside scholarship payments and billing

Payments to Student Accounts

Payment plan brochures / information

Refund requests

Study Abroad Financial Applications

Student account inquiries

Student Bank Accounts Setup

Work Study Timesheets

Work Study Paperwork

Work Study payroll checks issued (checks may be cashed on payday)

1098-T tax forms

Financial Aid Planning Services Available:

Entrance / Exit interviews for loans

FAFSA forms (Free Application for Federal Student Aid)

Financial aid counseling appointments

Loan paperwork (MPNs, prescreens)

Submit financial aid forms

Student Academic Services Available:

- Academic catalog
- Change of major
- Drop/Add form
- Graduation application
- Petition for substitution of a required course form
- Request for incomplete grade form
- Transient coursework approval form
- Transient Request
- Verification of enrollment request

Debit Card Payments

A debit card may be used to purchase meals in the Anderson University Student Grill, located in the Student Center or in the Martin Dining Room, located in the Merritt Administration Building. The debit card may be used in addition to a meal plan because the meal plan may not be used in the Student Grill. A \$50 minimum is required to set up a debit card. Debit cards may be requested in Anderson Central by either making a payment or requesting to use existing credit from the student's account.

Meal Plan Change Forms

All boarding students are assigned the 21 meal plan (without a debit card). If a student prefers an alternate meal plan, then a meal plan change form must be submitted by the third day of scheduled classes. The meal plan change forms are located in and may be submitted to Anderson Central or Residence Life.

Name/Address/Phone Number Changes

Address/Name/Phone number changes can only be processed when received in writing with the student's signature. A change of address form is available online or in Anderson Central. These forms may be mailed or faxed to Anderson Central.

Verification of Enrollment

As a service to students, letters of verification of current enrollment are provided upon request, at no cost to students, for insurance companies, financial institutions, other colleges and universities, Southern Baptist Convention, scholarship committees, etc. Requests may be accepted by completing a form, which is available online, or in Anderson Central, or by email, fax, phone, or letter. We do not process enrollment verifications until after the date of financial responsibility. We will accept the request early and notify the individual that we are holding the verification until the date of financial responsibility. Enrollment verifications will be processed beginning the day of financial responsibility. Requests for enrollment are processed as promptly as possible; however, as much as five working days may be required at certain peak periods.

Student Transcripts

We encourage students to print their unofficial transcript through the University's online resources. An official transcript is a copy of student's entire academic record from Anderson University, bearing the official university seal and stamp. Only official

transcripts may be released to a student or sent to a third party. In recognition of the confidentiality of student records, an official transcript of that record will be released only at the request of the student. Transcripts may be requested by completing our online form, in writing, in-person, or via fax. We attempt to process all official transcript requests within 24 hours, walk-in requests included. There is a \$10.00 fee for each official transcript ordered and a \$5.00 fee for each unofficial transcript that is printed by Anderson Central. This fee is to be paid at the time the request is filed.

Outstanding Balance

Anderson Central will place a hold on your student account if it is past due. The hold will restrict the release of records (grades, transcripts, and diploma) and registration for future semesters. If you do not make satisfactory payment arrangements with Anderson Central, your account will be referred to a collection agency for collection.

To make payment arrangements or to request financial aid, please call 864-231-2070 or 1-800-542-3594.

Check Cashing Policies

In Anderson Central, work study payroll checks may be cashed only on payday; personal checks may be cashed up to \$100.00. Third party checks can not be cashed by Anderson University. A student ID is required for all check cashing transactions.

FINANCIAL AID

The Financial Aid Planning Office is dedicated to helping students and their families make attending Anderson University affordable. There are many different sources of financial aid available to qualified students. It is best to complete and submit all required forms as soon as possible as most financial assistance is awarded on a first come, first served basis for qualified applicants.

The Financial Aid Planning Office awards financial aid to qualified applicants regardless of race, religious creed, gender, place of national origin, or ethnic group.

Financial Aid Application Process

Applicants are encouraged to complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. (Paper FAFSAs are available for students and parents to complete who do not have computer access.) The completion and submission of the FAFSA allows financial aid administrators to determine how much parents are expected to contribute to the educational costs for the student. It is a fair and equitable system of establishing the financial need for each student. To be considered for full funding, students complete and file the FAFSA form as soon as possible after January 1. All aid applicants are strongly urged to check with local service clubs, churches, or employers, about scholarships they might offer.

By completing the FAFSA, a student applies for federal, state, and institutional aid. Students should complete only one FAFSA each year. During the application process, students will have the opportunity to list any colleges to which they have applied. Each

college listed will receive the FAFSA results electronically. Each college is identified by name and by code number. The Anderson University FAFSA code is 003418.

Completing the FAFSA is easier than ever. Simply go online to the following web address and follow the step-by-step instructions. Go to www.fafsa.ed.gov.

Students must be enrolled full-time, 12 hours or more, to receive institutional funds, federal funds (Pell Grant is an exception—call Financial Aid Office if you have questions), and all state funds. Students may receive institutional financial assistance for a total of four years or eight semesters. **If students receive outside scholarships, Anderson University institutional funds may be adjusted (reduced) dependent upon eligibility or need for financial aid.**

All students are initially awarded as boarding students unless notification has been received from the parent and/or the student that they will commute. If a student changes status from a boarding student to a commuting student, their financial aid could be affected. The financial aid would be adjusted (reduced) to reflect the difference between a boarding budget and a commuting budget. If you have questions, please contact the Financial Aid Office.

Students may not receive financial aid funds in excess of tuition, fees, room and board, regardless of the source(s) of financial assistance. There are no exceptions to this policy.

Students are responsible for the purchase of books and supplies and should allow between \$800 and \$1,000 per year.

Award Limitations

All institutional aid is awarded on a first-come, first-serve basis and has limited funding. Students must file their FAFSA by June 30th in order to be eligible to receive institutional funds. As a general policy, institutional financial aid is awarded only to students who have earned an overall grade point average of at least 2.0 on a 4.0 scale. Any student with a cumulative GPA of less than a 2.0 will not be eligible for institutional aid. Financial aid through Anderson University is not available to students who take classes at any other institution. University funded aid is not available for summer school, part time students, ACCEL students, graduate level students, and students seeking either domestic or international studies (Study Abroad). University funded aid is not available for audited courses, independent study, directed study or applied music courses.

Aid applicants are reviewed and awarded individually and on an annual basis. In the awarding of institutional aid, factors such as need, academic potential, major, talents, and other aid received are considered. Institutional aid is offered up to eight (8) semesters. Students can appeal extenuating circumstances to the Financial Aid Director prior to June 1.

Full Grant-In-Aid Information

A full grant-in-aid at Anderson University is valued at \$24,600 (21-meal plan & double room) for full-time students living on campus and \$17,850 for those who commute. The value of a full grant-in-aid is intended for the following expenses only: Tuition (12-17 hours), Student Services Fee, Room (double occupancy), and 21-meal plan. A full grant-in-aid does not cover the following: applied music lessons, private room charge, books, fines, tuition overloads (over 17 hrs.) and any other charge not listed above. A full grant-

in-aid includes all federal, state and institutional grants including Teaching Fellows. The combination of this aid cannot exceed the valued amount for a boarder (\$24,600) or commuter (\$17,850).

First Choice

The First Choice Academic program at Anderson offers additional scholarship money in a variety of sources. For more information regarding the First Choice Academic program, please contact the Admissions office at 1-800-542-3594 or (864)231-2030.

First Choice Academic Scholarships

*Annie Dove Denmark: \$4,000 - 3.8 GPA, 1100 SAT or 24 ACT, live on campus, 25 scholarships awarded per year.

*Warthin: \$3,000 - 3.4 GPA, 1050 SAT or 22 ACT, live on campus, 50 scholarships awarded per year

*Rouse: \$2,000 - 3.0 GPA, 1000 SAT or 20 ACT, live on campus, 40 scholarships awarded per year

Denmark, Warthin, and Rouse scholarships can be renewed for up to eight consecutive semesters. Requirements for renewal are a 3.0 cumulative Anderson University GPA and 30 earned hours per academic year (fall, spring and summer terms). Students must live on campus to remain eligible. The Financial Aid Planning Office reserves the right to reduce these scholarships if the amount conflicts with the student's full grant in aid, including outside scholarships.

***Cannot be combined with other First Choice Academic Scholarships.**

Academic Requirements for Maintaining Financial Aid

The Financial Aid Planning Office will use the following as a basis for the renewal of all Anderson University financial assistance, excluding Academic Scholarships (which require a 2.0 cumulative GPA for renewal), students must maintain the listed cumulative grade point average within the cumulative hours attempted in order to renew Anderson University financial aid for the upcoming academic year. Endowed Scholarships/Grants, Legacy, Member of Baptist Church (form required), AU Fellows (first 25 freshmen, Palmetto Fellows recipients who commit to AU) Boys' State and Girls' State, etc.

Required Cumulative Hours and GPA to renew Anderson University financial aid:

Hours Earned	GPA Required
0 to 29	2.00
30 to 59	2.00
60 to 89	2.00
90 and above	2.00

The following chart lists minimum cumulative GPA requirements and minimum completed hour requirements per academic year to maintain South Carolina state and federal financial aid.

Required Cumulative GPA and Hours to Renew SC State and Federal Aid Programs

Aid Program	Cumulative Hours	Cumulative GPA
SC Palmetto Fellows Scholarship	30	3.0
SC LIFE Scholarship	30	3.0
SC Tuition Grant	24	SAP
Federal Work Study	SAP	SAP
Federal SEOG	SAP	SAP
Federal Pell Grant	SAP	SAP
Federal Perkins Loan	SAP	SAP
Federal Stafford Loan	SAP	SAP

(SAP is Satisfactory Academic Progress, see below)

Satisfactory Academic Progress

In order to be eligible for federal financial aid, a student must maintain satisfactory academic progress, measured by both qualitative and quantitative means. Qualitative measures are described in the satisfactory academic progress guidelines under academic policies. Quantitative satisfactory academic progress is measured both over the entire course of study and in increments of study. The maximum amount of semesters a student can receive federal aid is twelve. Increments are defined as each academic year (fall, spring, and summer). In order to maintain quantitative satisfactory academic progress, students must earn 60% of the credit hours attempted over an academic year. Failure to do so results in a warning for one semester. Failure to earn credit for 60% of all classes subsequently attempted in the following semester may result in ineligibility for federal aid for the following semester. Eligibility may be restored once the 60% threshold is regained. Institutional aid is not available for students who are not meeting satisfactory academic progress. Appeals can be made to the Financial Aid Planning Office. Students who are on academic probation whether under quantitative or qualitative standards are subject to a reduction in institutional aid until they are considered to be in good academic standing with the University.

Student Loans

STAFFORD LOAN

Stafford loans are educational loans made to students based on the student's need for financial aid as determined by the FAFSA. Graduate students may be eligible to borrow up to \$18,500 each academic year. Only \$8,500 of this amount may be in subsidized Stafford loans. Federal Stafford loans (subsidized) are interest free and held in deferment until six months after termination of enrollment. At that time, repayment begins with a

variable interest rate not to exceed 8.25 percent. Students who are not eligible to receive a subsidized Federal Stafford loan may apply for a non-subsidized (no need) Federal Stafford loan. Students receiving a non-subsidized loan are responsible for interest-only payments while in school. A student must enroll on at least a half-time (6 credit hours) basis, (3 credit hours per semester for master's degree candidates) to be eligible for a Stafford loan. **All first-time borrowers through the Federal Stafford Loan Program must complete an entrance interview (mapping-your-future.org/entrancecounseling) before their funds can be disbursed. All borrowers must complete an exit interview (mapping-your-future.org/exitecounseling) prior to graduation or withdrawal from the University.**

SOUTH CAROLINA TEACHERS LOAN

(www.scstudentloan.org)

The South Carolina Teacher Loan is available to students planning to teach in one of the critical subject areas or in a depressed geographical area as designated by the state. Graduate students are eligible to borrow up to \$5000 each academic year. Application forms for the South Carolina Teachers Loan are available in the of Financial Aid Planning Office or online at the South Carolina Student Loan Corporation.

- All first-time borrowers through the Teachers Loan Program must complete an entrance interview (same process as described above for the Stafford). An exit interview must be completed prior to separation from the University (same process as described above for the Stafford).
- Graduate students must maintain a 3.5 GPA. A prerequisite for eligibility is the successful completion of the EEE or Praxis I Exam.

SOUTH CAROLINA TEACHERS LOAN FOR CAREER CHANGERS

(www.scstudentloan.org)

The South Carolina Student Loan Corporation has a Teacher Loan Program for Career Changers. All applicants must have been employed for a minimum of three years. Also, the student must have completed a baccalaureate degree at least three years ago or have worked as an instructional assistant in South Carolina public schools. If you meet the criteria, please contact the Financial Aid Planning Office for an application and further details. 864.231.2070.

Perkins Loan: A low interest student loan currently at 5%. Students can borrow up to \$4,000. Eligibility is based on the FAFSA form. Limited funding.

Federal and SC State Scholarships and Grants

To apply for all Federal and State Aid, complete and submit the FAFSA. Read below for a listing of all Federal and State Aid Programs offered:

Federal Pell Grant: Eligible students may receive up to \$4,310 for the 2007-2008 academic year. Students must complete the FAFSA to be considered.

FSEOG Grant: Federal grant reserved for Pell eligible students. Students must complete the FAFSA to be considered. Award amounts vary. Limited funding.

Federal Work Study: Student work program available to students throughout the academic year. Students receive a monthly paycheck for hours worked from the previous month. FAFSA must be completed to determine eligibility. Job listings can be reviewed on the Anderson University website. Limited funding.

All SC state programs are contingent upon funding by the General Assembly.

South Carolina State Tuition Grant: South Carolina residents who qualify and apply on time may receive up to \$3,100 in gift aid. More information is available at <http://www.sctuitiongrants.com>. The FAFSA serves as the SC Tuition Grant application and must be received by the Department of Education on or before June 30 in order to be considered for eligibility.

SC LIFE Scholarship: Eligible South Carolina residents must meet two (2) of the following three (3) criteria: a 3.0 high school GPA (State Uniform Grading Scale), 1100 SAT (Math and Verbal Score) or 24 ACT score, or top 30 percent of high school class in order to receive this \$5,000 scholarship. For renewal students must maintain a cumulative 3.0 GPA and complete 30 credit hours each academic year (fall, spring and summer semesters). For incoming freshmen students, the Admissions Office, upon receipt of the final high school transcript, determines eligibility for the scholarship.

SC HOPE Scholarship: Scholarship for first time freshmen students only. Students with a 3.0 grade point average (State Uniform Grading Scale) but do not meet one of the other LIFE scholarship requirements are eligible. The scholarship awards \$2,650 for the academic year. HOPE can only be received for two semesters and cannot be combined with the LIFE Scholarship. The Admissions Office, upon receipt of the final high school transcript, determines eligibility for the scholarship.

SC Palmetto Fellows: State scholarship of \$6,700. Eligible students must have a 3.5 GPA, 1200 SAT (Math and Verbal Scores) and be in the top 6 percent of class in order to be considered. Students can apply through their high school guidance office. Students must maintain a 3.0 GPA and earn 30 hours per academic year (fall, spring and summer terms) in order to remain eligible. For more information about deadline dates and eligibility information, see www.che.sc.gov.

**Further information on the SC LIFE, SC HOPE, and SC Palmetto Fellows programs can be obtained at www.che.sc.gov.*

Teaching Fellowship: State program that awards a \$6,000 fellowship to eligible applicants who wish to pursue a career in teaching. This is a loan that can be forgiven for teaching within the state. One year of teaching cancels each year the Fellowship was received. \$5,700 of the fellowship is applied to direct college costs while the remaining \$300 is escrowed by the Center for Educator Recruitment, Retention and Advancement (CERRA) for summer enrichment programs. Students must earn a 2.75 GPA and earn 30 hours per academic year to renew the Fellowship. Students can contact their guidance counselor or the Anderson University Teaching Fellow Program Director at 1-800-542-3594.

Other Resources

Veteran Benefits: Veterans and their dependents may receive benefits to which they are entitled. The program is administered through the VA Certifying Official at 864-231-2120. More information is available at www.gibill.va.gov.

Vocational Rehabilitation: Persons with physical disabilities which are vocational handicaps are eligible for financial aid from state departments of vocational rehabilitation. Information may be obtained from the vocational rehabilitation department in the student's home state.

Tuition Exchange: The Tuition Exchange Program is a reciprocal scholarship program for children and other family members of faculty and staff employed at over 530 participating institutions. The Tuition Exchange, Inc., a non-profit association, serves higher education by making careers at colleges and universities more attractive. More information can be found at the www.tuitionexchange.org.

State Tuition Prepaid Plans: Anderson University is a cooperating partner with many different state prepaid tuition plans. We handle all billing requirements for the state prepaid tuition plan. Contact us at (864)231-2070 or 1-800-542-3594 to set up these arrangements.

Outside Scholarships: As a service, any students with outside scholarships that require billing can be handled by the Financial Aid Planning Office. Please contact the outside scholarship coordinator at (864)231-2070 or 1-800-542-3594 for more information.

Anderson University Scholarship/Grant Opportunities

Anderson University scholarships and grants can only be used for fall and spring semesters. AU funds are not available for summer school coursework.

Anderson University Grant: The Financial Aid Planning Office offers assistance to full-time boarding and commuting students who demonstrate need and complete the FAFSA prior to June 30. Awarded amounts vary based on boarder/commuter status.

Two Student Discount: A \$1,000 scholarship is awarded to students who live on campus and have other immediate family members enrolled simultaneously at Anderson University. Students can qualify with a 2.5 High School GPA. Students must also maintain a 2.5 GPA to renew.

Ministerial Family Grant: Dependents of ministers are eligible for a \$1,000 grant if the student lives on campus. Commuting students are eligible for a reduced amount of \$500. Eligible students must have and maintain a 2.5 cumulative Anderson University GPA. Application is made through the Admissions application. Funding may expire prior to June 1 so apply early.

Out of State Grant: First time out-of-state students can receive up to \$3,000 annually. Eligibility is based on date of student's deposit. Funding is limited. This grant can only be received by students who intend to live on campus.

Athletic Grants: As a NCAA Division II school, scholarships are awarded to athletes in intercollegiate sports. Please see Athletics for a complete listing of sports offered.

Baptist Scholarship: Eligible students can receive a \$500 scholarship per year. Students must have and maintain a 2.5 cumulative Anderson University GPA. Application is made through the Admissions application. Limited funding is available. Commuting students do not qualify for this scholarship.

Legacy Scholarship: Students with immediate family members (mother/stepmother, father/stepfather, brother, sister) who earned a degree at Anderson University are eligible for a \$1,000 scholarship if the student lives on campus. Commuting students are eligible for a reduced amount of \$500. Students must have and maintain a 2.5 cumulative Anderson University GPA. Application is made through the admissions application. Limited funding is available.

Acteen/Royal Ambassador Scholarships: Students who have achieved the highest level in either are eligible for a \$500 scholarship. To renew, students must maintain a 2.5 cumulative Anderson University GPA. Application is made through the admissions application. Limited funding is available. Commuting students do not qualify for this scholarship. This scholarship requires confirmation of participation from Acteen/RA Director or Pastor of church.

Adult Grant: Students over the age of 60 may be eligible for a grant equal to 50 percent of tuition. This grant does not apply to students enrolled in the Adult Accelerated Degree Program or those auditing a course. This grant is applicable only to students who are non-degree seeking.

Honors Program Scholarships: Students accepted into the Honors Program are offered scholarships based on the number of years in the program. Students also must meet strict requirements to renew the scholarship. More information can be obtained by contacting Dr. Danny Mynatt, at (864) 231-2056. Scholarship limited to eight consecutive semesters.

College Scholarships: Scholarships are available for students in their major. Contact the Dean of your College for more information. Funding is limited so apply early. Students can maintain their scholarship by remaining within their College. Students must also have a 3.0 GPA, thirty hours earned per academic year (fall, spring, and summer) and fulfill all club/activity requirements set by the Dean. College Scholarships are limited to eight consecutive semesters. Visit www.andersonuniversity.edu to learn more about the Anderson University College and Merit Scholarship opportunities. You may also download the Anderson University catalog for more in-depth information.

Withdrawal, Charges and Refund Policies

Determining the official/unofficial withdrawal date for all students:

An *official withdrawal* date is defined as the date the student begins the withdrawal process as defined by Anderson University. To officially withdraw from the University the following must occur:

- (1) begin process in the Academic Services Office;
- (2) review financial obligations with Financial Aid Planning Office.

An *unofficial withdrawal* is defined only for students receiving federal financial aid. An unofficial withdrawal occurs if a student fails to complete a period of enrollment but does not officially withdraw from Anderson University. The last date of class attendance in all classes becomes the applicable withdrawal date as determined by attendance records, computer assisted instruction, academic counseling, turning in a class assignment, or attending a study group assigned by the instructors.

Withdrawal from the University within the first 14 calendar days of enrollment: Full-time students who officially withdraw within the first 14 calendar days of enrollment will be charged 15% of full tuition, fees, room, and board for the semester.

Withdrawal from the University after the first 14 calendar days of enrollment: Full-time students who officially withdraw after the first 14 calendar days of enrollment will be charged full tuition, fees, room and board for the semester.

Summer School Withdrawal

For summer school students who withdraw, tuition charges will be reduced by the following percentages for each summer term of attendance:

- After 1 class/1 day 80%
- After 2 classes/2 days 50%
- After 3 classes/3 days 20%
- After 4 classes/4 days no refund

Room, board, and fees for students who withdraw during summer school will be reduced by the following percentages:

- After 1 day 65%
- After 2 days 30%
- After 3 days 15%
- After 4 days no refund

Return of Title IV Funds. The return of Title IV funds policy assumes that a student earns federal aid based on the period of time the student remains enrolled. During the first 60% period, a student “earns” Title IV funds in direct proportion to the length of time the student remains enrolled. Unearned Title IV aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned under the formula. Unearned Title IV funds must be returned to the Department of Education according to the Return of Title IV Funds return policy. A student who remains enrolled beyond the 60% point earns all federal aid for that term. No federal Title IV aid will be returned when a student remains enrolled beyond the 60% period. An example of the federal refund calculation is available upon request. Institutional and state aid are considered earned after the financial responsibility date. After a student withdraws and the return of Title IV calculation is complete, the Financial Aid Planning Office will bill the student for any amount owed to the University. Payment is expected within thirty (30) days of receipt of the bill.

Funds to be returned to respective federal programs will be allocated in the following priority: FFELP programs, Perkins Loan program, FFELP PLUS, Pell Grant, ACG Grant, SMART Grant, and SEOG.

Return of Anderson University Funds Policy – No refund(s) will be made to Anderson University funds for students who withdraw, regardless of the withdrawal date.

Return of SC State Funds Policy – No refund(s) will be made to SC State programs, regardless of the withdrawal date.

Return of Outside Scholarship Funds Policy – No refund(s) will be made to any Outside Scholarship Program, regardless of the withdrawal date.

Appeal Process for Determination of Withdrawal Date

If a student feels there are unusual circumstances regarding the withdrawal date, he/she has the right to appeal. The appeal should be directed to the Academic Services Office.

Endowed Scholarships

Without the generous contributions of our donors, Anderson University would not be able to offer the financial aid packages currently enjoyed by our students. Named Endowed Scholarships are awarded as a portion of the Anderson University Grant offered during the awarding process. To be considered, students must complete the FAFSA by the priority deadline of March 1. Students are selected based on established criteria and date of FAFSA completion. Students selected will be requested to write a letter of thanks to their generous donor and may be expected to meet that donor during a donor appreciation luncheon.

General Scholarships

Abney Foundation	Lucille Talmadge Gaines
Ed & Zana Rouse	Charles S. Sullivan
Eliza C. Vandiver	M. B. Nannie Leopard
Henry Harper	M. E. Clement
Willie Sue Boleman Webb	Carroll Griffin
Charles & Dorothy Fant	Helen Anderson
Philip and Zilla Cowherd	Lila Terry
Margaret Woodham	J. B. Hall
Charles E. Daniels	Joe B. & Audrey Vickery
Evelyn Henderson	Bill Brissey
C. P. Swetenburg	Shirley James Findley
Louise Williams	Catherine Sullivan Acker
Harold and Ruby Hutchinson	Louise Whitfield & Louise Kellett
Catherine Duncan Johnston	Ada Powell Meeks
Nettie R. Ducworth	Catherine Pracht Young
William & Mary Watson	George Coventry & Nita Schidt Roughgarden
Alumni Board Scholarship*	Clarence F. & Mildred Cunningham Brown
Eugene Milford	Leathy Williford McClure & Kathleen Williford
Annie Elrod Webb	Ella Vera Kneee
G. Ross Anderson, Jr.	Bertha McQueen Fortune
Farrah Whitworth Thompson	Edith Cecilia Whitten & William
Belk Simpson*	Sammy & Claudia Sparrow
Frances Marion Warder	Ernest Woodson, Sr.
Eunice and Frank Brownlee	Gary V. Glenn
J. Calhoun Pruitt, Sr.	Robert E. Burks*
Gayle & Steve Merritt	Jeanne & Bob Fant
Lucy Primrose Whyte Hilliker	Frances Welborn King & S. Marshall King, Jr.
William D. Brown	Dolly & Rufus Watkins

For Anderson County Residents

Pete Stathakis	Ernest F. and Virginia L. Cochran
Anderson Rotary Club	Anna McFall Holler
Nancy Ann Garrison	Frances Welborn King and S. Marshall King, Jr.
Ron C. Gross	Nellie G. Harvey

Ministerial Aid-Church Related Vocations

Rouse-Garrett	Thrift Brothers
Joseph Newton Brown	Carolyn Geer Hester
C. Henry Branyon	C. M. & Martha Bowers
Bill and Susie Brock	Carolyn Brown Mattox
J. K. Lawton	Jim and Gloria Stovall and Family
The Charleston Heights Baptist Church	

For Women

Van Ray Kenny Harvey	Jill Dunlap*
Robyn Axmann	Olga V. Pruitt, MD

Endowed Athletic Scholarships

Golf	Tennis
Harry Winburn Jones*	Todd Fant*
	Max Grubbs*

Art

Blanche Holcombe

Baptist Scholarships

Saluda Association Women's Missionary Assoc.*
Sara Craddock
W. H. Keese & Hazel Leathers Keese
Esther Jordan Caskey

Business Majors

George C. & Jo Ann Langston
Dennis Claramunt

Education

Jeanette Morris Moorhead
Annie May McCarrell
C. F. Reames
The Charles A. 'Chuck' Wooten Teacher Education Scholarship Fund for Graduate Students

Fine Arts

LaVerne R. Hunt
Ruby Stevenson Nettles
Jim Chisman Performing Arts Scholarship

Journalism

James R. and Marjorie Willis Young

Music Majors

E. Jablonski*

Mary Jones

Philip Charles Bryant

Virginia Evans Hammond*

Frances Lollis Gaston

Floride Smith Dean

Annual Scholarships

AU Women's Council

Alfred Moore

Anderson Woman's Club

D. L. Scurry

George and Linda Haynie

Greater Anderson Rotary Club

Lettie Pate Whitehead

The Baptist Courier

Off-Campus/Foreign/International Studies

Anderson University funded aid is not available for off-campus/foreign/international studies. Students may be able to use a variety of federal and state funds to help finance this experience. The student must be considered enrolled full time. For more information contact the Director of Financial Aid Planning at (864) 231-2070 or 1-800-542-3594.

Consumer Information

Information on financial aid is available by calling 1-800-542-3594 or (864) 231-2070. Students are encouraged to visit the Anderson University website at www.andersonuniversity.edu and click on the Financial Aid link in order to get more information. Specific questions can be asked on this website by sending them to finaid@andersonuniversity.edu. This catalog and the office staff can supply answers to questions concerning: refund policies; all aspects of the academic program; data regarding student retention and the number and percentage of students completing a specific program of study. Details on this information are available to any student from the Registrar, Controller or the Vice President of Enrollment Services. Additional information available upon request from the staff and from the catalog and handbooks of the university consists of: description of all financial aid programs available to students who enroll in Anderson University; procedures and forms for applying for such aid; rights and responsibilities of students receiving such aid; criteria for continued eligibility; criteria for determining good standing and maintaining satisfactory progress; means and frequency of payment of awards; terms of loans; general conditions and terms of student employment; and cost of attending the institution, including direct and interest costs.

Expenses

No student, whether at a public or private college or university, pays the full cost of his or her education. Students at public institutions receive the benefit of a tax subsidy, and students at denominationally sponsored colleges receive the benefit of the annual gifts from the denomination, gifts from friends, and the income from endowment provided by friends of the University. At Anderson University, this reduces costs for each student by about 30%. The costs listed below represent a major part, but not all, of the actual cost of the education of the students.

Charges (Effective fall semester, 2007 charges subject to change upon suitable notice.)

Full-time student (12-17 semester hrs)	\$8,300.00 per semester
Part-time student (fewer than 12 semester hrs)	\$425.00 per semester hour
Adult Accelerated Program	\$310.00 per semester hour
Graduate Studies	\$320.00 per semester hour
Overload (more than 17 semester hrs in any one sem.)	\$425.00 per semester hour

No additional charge for overloads due to enrollment in Theatre 101, 201, 301, 401, ROTC, EDU 275, FYE 101, Honors 310, 410 or applied music lessons, music ensembles and various levels of music recital.

Independent/Directed Study	\$500.00 per sem hr
Audit (no credit)	\$215.00 per sem hr
Room (double occupancy)	\$1,725.00 per sem
Denmark Pratt/Boulevard Residence Hall	\$1,775.00 per sem
Single Room Occupancy Fee	\$2,525.00 per sem
15-Meal Plan	\$1,600.00 per sem
21-Meal Plan	\$1,650.00 per sem
Senior Only Any 13 Plus (13 meals/week + \$100 debit)	\$1,600.00 per sem
(no refund) (seniors must have 90 credit hrs)	
Academic and Student Services Fee	\$625.00 per sem

Cost per year for full-time commuting student

Tuition and Academic and Student Services Fee	\$17,850.00
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Cost per year for full-time resident student

Tuition, Academic and Student Services Fee, Room, and 21-Meal Plan.	\$24,600.00
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Cost per year for full-time single occupancy resident student

Tuition, Academic and Student Services Fee, Room, and 21-Meal Plan.	\$26,200.00
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These totals do not include books, supplies, applied music fees, and personal expenses.

Special Fees

Application Fee	\$25.00
Art Studio Fee	\$15- \$100.00
Music Instruction Fee (music instruction private lessons) per sem hr	\$300.00
Music Lab Fees	
MUP 120 (University Choir) — Uniform and Activity Fee	\$20.00
MUP 122 (Wind Ensemble) — Band Activity Fee	\$20.00
MUP 125 (Anderson Symphony) — Orchestra Activity Fee	\$20.00
MUP 126 (Anderson Ensemble) — Activity Fee	\$40.00
MUP 127 (Anderson University Chamber Singers) — Uniform and Activity Fee. .	\$20.00
MUP 128 — Guitar Activity Fee	\$20.00
MUR 300 (Junior Recital) Accompanist Fee	\$100.00
MUR 400 (Senior Recital) Accompanist Fee	\$150.00
Lab Fee for Laboratory Sciences (unless otherwise noted)	\$40.00
BIO 451 and 452	\$80.00
Computer Science 330 Course Fee	\$50.00
On-line Course Technology Fee	\$40.00 per sem hr
Dropping a class after Drop/Add period.	\$10.00

Checking in after Check-in period	\$50.00
Automobile Registration	\$35.00
Resident Student Housing Reservation/Damage Deposit	\$250.00/yr
Graduation Fee by Application Deadline	\$35.00
Graduation Fee for Late Application	\$60.00
Graduate Graduation Fee by Application Deadline (M.Ed.)	\$50.00
Graduate Graduation Fee for Late Application (M.Ed.)	\$60.00
Transcript (Official)	\$10.00
Transcript (Unofficial)	\$5.00
Student Teaching Fee (Cooperating Teacher and SLED Check)	\$108.00
Credit by Examination	\$325.00
Kinesiology Activity Courses	\$10.00
KIN 116: Scuba Diving	\$215.00
KIN 227: Care and Prevention of Exercise Injuries	\$40.00
PSY 491	\$35.00
PSY 201	\$13.00
PSY 410	\$20.00
EDU III	\$88.00

ID Courses

ID 101, ID 151, ID 351	\$25.00
ID 251, 352, 452	\$50.00

Explanation of Charges

Tuition. The tuition charge is the basic cost of the student's education and covers the cost of instruction. It does not include textbooks and supplies, which the student purchases. A full-time student is one who, whether resident or non-resident, is taking from 12 to 17 semester hours of work. The student who takes fewer than 12 semester hours is considered a part-time student and is charged on a semester-hour basis. Part-time students given permission to live in the residence halls are charged the same rate as a full-time student. The student who has permission to take additional hours above 17 is charged for each additional semester hour, with the exceptions noted on the previous page.

Rooms and Meals for Resident Students. Resident students normally receive more financial aid than commuters, therefore, the actual amount paid to live on campus may be much less than the amounts stated. Changes in meal plan, which is required for resident students, are permitted but must be completed by the third class day of each semester. Changes should be requested through the Financial Aid Planning Office. The boarding student is entitled to meals for each week the school is in session. This does not include holidays, during which classes are suspended, the residence halls are closed, and the food service is suspended. No refund or cost adjustment is made for meals which the student does not eat.

Academic and Student Services Fee. This fee covers a major portion of the total cost of many services and activities offered in the academic and student life program. In the area of academics, academic services, tutoring, and career planning and placement services are some of the programs provided. Within student life, the university newspaper, athletics, Baptist Campus Ministries, health services, Student Government Association, and intramurals are provided. Even though the academic and student services fee covers most social and recreational costs to the student, there are occasional extra expenses in this area.

Health Insurance: All students are encouraged to purchase health insurance. The University does not provide health insurance coverage for students nor offer health insurance for purchase. Students may contact local insurance agents or agents in their home area for information on student health insurance. Although the University does not promote an individual provider, information about health insurance may be obtained in the office of Student Development. Please note that all international students are required to carry health insurance while they are students at the university.

Insurance Coverage for Stolen or Damaged Items: The University does not pay for the replacement of stolen, lost, or damaged items for students. Students are encouraged to purchase renter's insurance which may aid in coverage of stolen, lost, or damaged items.

Special Fees. The art studio fee covers the cost of some materials that must be used by students enrolled in art studio courses. The application fee covers the clerical costs of processing the student application. This fee is non-refundable and is paid only once at the time of initial application to Anderson University. The fee is not paid a second time for students who continue enrollment from one year to the next nor by students who interrupt their enrollment for any period of time. The music instruction fee covers the cost of instruction in applied music in small classes and individual instruction and the maintenance of instruments for student use in music practice. The laboratory fee for laboratory science courses and the CIS 330 course fee covers the cost of special materials necessary for instruction. The online course technology fee is in support of the technology infrastructure required to provide effective on-line learning and instruction. All students, whether residents or commuters, who drive a vehicle onto the Anderson University campus and use the university parking facilities must register their cars with the University. The registration fee covers the vehicle from August 1 through July 31. Those who register a vehicle in the spring or summer terms must register them again for the fall semester. If a student occasionally drives a vehicle other than the one registered (such as a parent's car), an additional bumper sticker must be purchased for this car in order to avoid the penalty of parking an unregistered vehicle on campus. The student handbook contains details concerning parking regulations. All resident students pay a Housing Reservation/Damage deposit of \$250.00 at the beginning of their first semester of enrollment at Anderson University. After graduation or withdrawal from the university, they receive a 100 percent refund unless campus property damages or lost keys are charged against them or unless there is an outstanding debt owed to the University. The student will be responsible for any damages in excess of the security deposit. The graduation fee covers the cost of the diploma and the diploma cover. The transcript fee covers the cost of duplicating and mailing a copy of the student's official academic record to any person to whom, or institution to which, the student requests that the record be sent. The University offers several programs of study/travel. These courses usually last from one to three weeks. The student who enrolls in these courses pays the course tuition as well as all travel expenses, which are normally included in a package tour.

Financial Policies

Reservation Fee and Terms of Payment. The applicant who is notified of acceptance must send within two weeks a prepayment of \$250.00 for the resident student to reserve a residence hall room or \$100.00 for the commuting student to hold a place in the student body. All expenses for the fall semester are due by July 1. Students who fail to pay all fees for the semester risk the chance of losing desired classes. For the spring semester, payments are due January 1. For the summer terms and evening division, the payments are due at the time of registration. A statement of fees is provided by the Financial Aid Planning Office so that the student can see in detail the costs. The payment of tuition and other basic charges is required in advance. After registration, the Business office will assess fee

charges which apply to special courses such as music instruction fees, fees for overloads or independent study, and audit fees. Checks and drafts should be drawn to the order of Anderson University. Anderson Central and the Bookstore also accept VISA, MasterCard, Discover, and American Express.

Financial Penalties. The University always regrets the circumstances which make it necessary for the student to pay any fine or penalty fee. Parking regulations are enforced, and a student who does not follow these regulations will be charged a fine as described in the student handbook. The Library charges fines for students who keep books beyond the assigned period of time. The resident students are held responsible for property damage in the dormitory and make a deposit toward any assigned damages. As explained above, a portion of this fee is returned, less assignable damages, if there is no outstanding debt owed to the University. The student signs an application stating that he or she understands the rules and regulations of the University. The student is held responsible for meeting these regulations and paying any fines which may be imposed for infractions. Students with unpaid balances, whether for regular charges, fees, or fines, are subject to being withdrawn from classes at a time determined by the University if all accounts are not settled in a timely manner. The University does not release transcripts or credits to a student, or to any other college, if the student has unpaid charges or fines. Students with unpaid tuition, fees, room, board, or fines are not allowed access to refunds on their student account. Students cannot register for classes if there is any outstanding balance owed the University.

Student Bank. The University operates a student bank for resident students, who may deposit funds into the bank and withdraw them as needed. All students are eligible for a one-time transfer from their student account per semester. The amount transferred must come from a credit balance and is not to exceed \$500.00 (limited to \$200.00 per day withdrawal). There is no fee for this service. All students are encouraged, however, to open checking accounts at local banks and use their services for cashing checks. All campus services, other than Anderson Central or Bookstore, require cash payments.

Academic and Financial Responsibility for Classes. A student who withdraws officially from the University, on or before the deadline beyond which withdrawals are not permitted, will receive the grade of "W" for all courses in which he or she is enrolled at the time of withdrawal. The official withdrawal date will be when official notification is given to the university. The following statements do not apply to summer sessions or to special programs. (See the Summer School Bulletin for policies pertaining to summer school.) The student is academically responsible for all classes in which he or she is enrolled at the end of the second week of the semester, and is financially responsible for all courses for which he or she is enrolled at the end of the second week of classes. Financial responsibility includes, but is not limited to, tuition, fees, fines, accumulated interest, late charges, and collection costs. Failure to meet obligations to Anderson University may result in the delinquent account being placed with a collection firm. Students are responsible for all collection costs, attorney's fees and court costs incurred by the University in collecting their delinquent accounts. Collection costs could exceed fifty percent (50%) of the total due.

Optional Monthly Payment Plan. Anderson University offers a service that spreads out the cost of college over a period of time. This plan enables parents to pay for tuition and fees on a monthly basis. Any financial aid (except work-study) received by the student is subtracted from the basic charges to determine the balance due for the year. These payments are divided into equal installments with the last payment being due the last month of the academic year.

Please contact the Financial Aid Planning Office for additional information at (864) 231-2070, or stop by the Financial Aid Planning Office and pick up a brochure.

Academic Curriculum



Curricula

All undergraduate degree programs at the University are comprised of a major, general education program requirements, electives, and/or a minor. Some majors are subdivided with a focus in multiple concentrations. The length of a degree program is measured in credit hours and all University degrees are at least 120 hours.

The curricula in the University's various degree programs represent the institution's primary academic programs. These curricula consist of liberal arts and professional courses which meet the general education requirements and the requirements for the majors offered for the baccalaureate degree. The general education component of the curriculum provides an introduction to the various fields of study in the humanities, social sciences, fine arts, mathematics, and natural sciences. In these courses, students have an opportunity to explore and broaden their interests, to build a foundation for the courses in their major, and to develop essential skills in written and oral communication, computation, and research. Courses in the major field of study allow students to explore in depth an area of study that interests them and that provides much of the preparation needed for their future careers. Students may elect to complete a minor, as well. Many curricula offer the opportunity to broaden one's study through the selection of electives. The degree programs, graduation requirements, course descriptions, and academic policies are explained in subsequent sections of this catalog.

Major

A Major is an instructional program that leads to a degree. It consists of a prescribed set of courses and requirements that are of increasing sophistication. Generally, these courses are within a specific discipline, but in interdisciplinary majors may include requirements from multiple disciplines.

Minor

A Minor is a prescribed course of study in a discipline other than a student's major. As such, it shares definition with a major but it is less extensive.

The following principles apply to Minors at Anderson University and are articulated to provide guidance to College Deans and future Academic Policies and Procedures Committee members. It is intended that all minors are subject to the following guidelines:

1. Prerequisites for courses in a minor must be included in the minor unless they meet a general education requirement.
2. Minors consist of eighteen semester hours of course work. If a minor requires courses weighted more than three hours, it may include up to twenty-two semester hours.
3. A minor may not overlap with a student's major more than the greater of six semester hours or two courses with the following exception: If a significant number of courses in a particular minor are required for a particular major, greater overlap may be allowed if the minor in question leads to competencies that are clearly and demonstrably beyond those expected of students in the major.
4. Proposed minors are subject to normal curricular review processes.

Concentration

A Concentration is a prescribed set of courses that allows a student to acquire a greater in-depth understanding in a sub-discipline of the major. A concentration may include courses outside the major. Anderson University offers the following degree programs through its colleges:

COLLEGE OF ARTS AND SCIENCES

Bachelor of Arts

CHRISTIAN MINISTRY
COMMUNICATION, with concentrations in
– Mass Media
– Public Relations/Advertising
– Writing
ENGLISH
HISTORY
PSYCHOLOGY
RELIGION
SPANISH

Bachelor of Science

BIOLOGY
KINESIOLOGY
MATHEMATICS
PRE-ENGINEERING

COLLEGE OF BUSINESS

Bachelor of Science

BUSINESS, with concentrations in
– Accounting
– Computer Information Systems
– Finance/Economics
– Human Resource Management
– Management

COLLEGE OF EDUCATION (Undergraduate)

Bachelor of Arts

ENGLISH – Secondary Education
HISTORY/SOCIAL STUDIES – Secondary Education

Bachelor of Science

EARLY CHILDHOOD/ELEMENTARY EDUCATION
ELEMENTARY EDUCATION
MATHEMATICS – Secondary Education
PHYSICAL EDUCATION (K-12)
SPECIAL EDUCATION: LEARNING DISABILITIES/ELEMENTARY EDUCATION

COLLEGE OF EDUCATION (Graduate)

Master of Education

COLLEGE OF VISUAL AND PERFORMING ARTS

Bachelor of Arts

ART, with concentrations in

- Ceramics
- Art Education (K-12)
- Graphic Design
- Painting/Drawing

MUSIC, with an additional concentration in

- Church Music

THEATRE

Bachelor of Music

- Keyboard or Instrumental Performance
- Vocal Performance

Bachelor of Music Education

- Instrumental Music
- Vocal/Choral Music

COLLEGE OF ADULT AND PROFESSIONAL STUDIES

Bachelor of Business Administration, with additional concentrations in

- Computer Information Systems
- Health Service Management

Bachelor of Criminal Justice

Bachelor of Human Services and Resources

**Bachelor of Science In Early Childhood/Elementary Education
(with or without certification)**

SCHOOL OF INTERIOR DESIGN

- Interior Design

Minors are offered in the following (For more information, see the section entitled Requirements for Minors in the Academic Programs section of this catalog.):

ART	HISTORY	PUBLIC RELATIONS
BUSINESS	KINESIOLOGY	RELIGION
CHEMISTRY	MATHEMATICS	SOCIOLOGY
CHRISTIAN MINISTRY	MEDIA STUDIES	SPANISH
COMPUTER INFORMATION SYSTEMS	MUSIC	THEATRE
ENGLISH	PSYCHOLOGY	WRITING
FRENCH		

Honors Program

Anderson University invites students with strong academic backgrounds, including above average grades in college preparatory classes and scores on the SAT or ACT examinations, to participate in the Honors Program. Any new applicant or current freshman may apply to be admitted to the Program. Applications are considered throughout the year, but students are admitted only at the beginning of each semester. Each applicant for the Honors Program will be reviewed individually. The Honors Program brochure and application can be requested from the Honors Program Secretary (231-2150).

The Honors Program consists of a unique honors general education curriculum, an honors service project, the honors thesis option, exciting extra-curricular activities, and the opportunity for graduation with honors. The honors general education curriculum consists primarily of the Honors Interdisciplinary Colloquium, the Honors Service Project, and the Honors Thesis option. Students are expected to take at least one Honors course per semester. Juniors and seniors are required to complete the Honors Service Project each semester. Students enrolled in the Honors Program must fulfill the General Education requirements for the degree program in which they are enrolled, and those requirements are the same as those for students who are not enrolled in the Honors Program. The only difference for Honors Programs students is that they may fulfill more than one General Education requirement through a single course by successfully completing the Honors Interdisciplinary Colloquium. Honors students need to be aware, however, that the Interdisciplinary Colloquium may not be substituted for a specific General Education course required by their major.

See the course descriptions for the Interdisciplinary Colloquium (HON 101, 201, 301, 401) for more information. The Honors Program also involves extra-curricular activities, such as participation in the National Collegiate Honors Council, field trips, and recreational activities.

Students who complete the Honors Program are eligible for graduation with honors. Participation in the Honors Program will be designated on the student's diploma and recognized at the annual Honors Convocation. Students enrolled in the Honors Program enjoy an experience designed to challenge highly motivated individuals. The curriculum and activities are designed to produce critical thinkers, independent learners, and creative problem solvers. The overall program provides for a solid foundation for the future stages of educational development.

Summer School

Anderson University offers a comprehensive schedule of courses during the summer. Classes are scheduled in two daytime sessions. There is also an eight-week evening session during the latter part of May and the month of June that is a part of the ACCEL Program. Students may register for up to eight semester hours during each summer term and it is possible for a student to earn up to 16 semester hours during the summer sessions. Since students may repeat courses in which they earned grades of less than C, students may elect to repeat courses during the summer. Summer classes are available to students from other colleges and universities as well as to Anderson University students. University credit is available to qualified high school juniors and seniors through the High School ADVANCE and Dual Credit programs.

Concurrent Enrollment Program

Concurrent enrollment permits high school students to enroll in courses for college credit during regular semesters or in the summer. Credit earned in this program may be applied toward a degree at Anderson University, or may be transferred to another school. However, since transfer policies vary from institution to institution, Anderson University cannot guarantee that every school will accept credit earned in these programs. Concurrent students must submit a Concurrent Student Application, approval from their principal or guidance counselor, an official high school transcript and appropriate SAT or ACT scores to take courses at Anderson University. Students wishing to enroll in English courses must make at least a 500 on the writing portion of the SAT or a 20 on the writing portion of the ACT. Under certain circumstances, it is possible for students to take courses at their high school and/or at Anderson University, which will count for both high school and college credit.

Church-Related Vocations Program

The Church-Related Vocations Program (CRVP) is designed to provide both academic and practical educational experiences for students interested in vocational Christian service. All CRV students participate in a ministry group, which meets monthly for discussion, Bible study and fellowship. The ministry group seeks to provide a source of unity and encouragement for students as they grow in their pilgrimage toward ministry. In-Service Guidance Classes, offered in the Religion curriculum, allow students the opportunity to explore the call to Christian service, to acquire basic helping skills, and to relate identity and professional roles as a minister. Practical skills, history, and polity are taught in the classroom and in applied ministry activities. CRV students are expected to take one In-Service Guidance course each semester. Students are also required to participate in two short-term ministry experiences (e.g., Spring Break or another Short Mission Trip) and an extended ministry experience (e.g., Summer or Semester Missions).

Scholarships are offered to all students (full or part-time) who are continuing to prepare for careers in ministry with expectations that recipients maintain a 2.50 GPA, successfully complete the In-Service Guidance classes, participate in a ministry group, be active in a local church body, be active in the A.C. Campus Ministries Program, fulfill the short-term and extended ministry requirements, and fulfill the internship requirement. The financial aid awards are renewable annually after review of each student's progress by the Director of the program.

Study/Travel Abroad

Anderson University offers opportunities for both credit and non-credit foreign study/travel programs. Credit courses offered through these programs may be special topics courses developed for a particular occasion or courses that are included in the University's curriculum. The instructor conducting the program prescribes reading and writing assignments, and students attend lectures on campus prior to the travel experience. In addition, Anderson University students regularly study at Northampton University in England or through programs offered by fellow member institutions of the Consortium for Global Education. Over fifty sites in Africa, Asia, Central America, Europe, and South America are available. The university also has partnerships with the Cemanahuac Educational Community in Cuernavaca, Mexico, and the Tatar-American Regional Institute in Kazan, Tatarstan, Russia. Students interested in foreign travel/study programs should consult the Director of International Education at Anderson University.

Teaching Fellows Program

The AU Teaching Fellows Program provides an enriched academic experience for selected students each year to prepare them to teach effectively in the classroom and to develop the personal and professional skills needed to be future educational leaders in the state of South Carolina. Teaching Fellows are selected and approved by the South Carolina Center for Teacher Recruitment.

Pre-Professional Studies

Students interested in pursuing careers in medicine, allied health fields, dentistry, and veterinary science are encouraged to apply to Anderson University. Although the University has no specific program leading to a degree in pre-medicine or the other fields, as is the tradition at other schools, pre-medical students take the following courses: Two semesters of introductory biology; two years of chemistry including a year of organic chemistry; two semesters of introductory physics; two semesters of mathematics – calculus is recommended and two semesters of English/English Composition. At Anderson University such students would also typically major in Biology, but a degree in any other discipline is acceptable. As an example, our first successful medical school applicant majored in Liberal Studies. Students interested in the other pre-professional programs should determine the specific requirements by contacting the pre-medical/pre-professional advisor. The most competitive applicants to professional programs are those who enrich their undergraduate backgrounds with appropriate extra-curricular activities on campus, summer research projects, mission trips, volunteering and/or working in their chosen field and shadowing professionals in the field. Maintenance of an overall grade-point average of approximately 3.5 is highly advisable. Students interested in pre-professional programs should contact the pre-medical/pre-professional advisor (Professors Abramovitch, Gray and Kozel all function as pre-professional advisors) during their first semester in residence at the University.

Independent Study

The University offers an opportunity for students to take courses in the curriculum outside the classroom setting through independent study. A course will not normally be offered by independent study during an academic term in which that course is included in the class schedule. Students interested in registering for a course to be completed through independent study should consult the appropriate College Dean for the policies and procedures governing independent study.

Directed Study

A faculty member, a student, or a group of students may petition a College Dean to offer through directed study a course that is not in the curriculum. In order to be approved, a course proposed for directed study must conform to the mission and goals of Anderson University and there must be sufficient personnel and other resources to support the offering of the course. Normally, no directed study course on the same topic may be offered more than twice. Courses for which there is a continuing demand must be proposed as regular courses in the curriculum. Directed study courses may be taught as traditional courses, as tutorials, or a combination of these methods.

Air Force and Army Reserve Officer Training Corps

Through an agreement with the Air Force (AFROTC) and Army Reserve Officer Training Corps (AROTC) at Clemson University, Anderson University students can concurrently enroll in the AFROTC or AROTC program at Clemson University. The courses of study in these two programs are outlined in this catalog, under Aerospace Studies (AS) for the Air Force ROTC and Military Leadership (ML) for the Army ROTC program. Students can complete the programs in one to four years and there are many scholarships and incentive programs available to provide funding for tuition, fees, and books. In addition, ROTC students may also be eligible for a monthly tax-free stipend to help offset expenses. Students who complete these programs and commissioning requirements may be appointed as second lieutenants in the respective services. Opportunities also exist for graduate or professional study once on active duty, and temporary deferments to active duty may be possible. Interested students should contact the Air Force ROTC office (864-656-3254) or the Army ROTC office (864-656-3107) at Clemson University.

Academic Support Services

Academic Advising. Each student is assigned an advisor based on expressed academic and career interests. At any time and for any reason a student may request a change of advisor by presenting the request to the College Dean.

Students should seek the help of their advisors in planning their class schedules, in exploring their various career options, and in solving academic or personal problems.

Academic Services Center. The Academic Services Center supports academic programs for all students and seeks to facilitate students' development of skills essential for academic success. The services of the Center are available to all Anderson University students at no additional cost. Programs conducted by the Center include the Tutoring Program, accommodation services for students with disabilities, and academic counseling for students at risk. The Tutoring Program provides assistance to students who may need help in understanding a subject, in improving skills, or in completing particular assignments. Tutoring, which is provided by professional and peer tutors, is available for most General Education and entry-level courses, but special emphasis is placed on writing and mathematics. Tutoring is available at scheduled times weekly throughout the fall and spring semesters.

Student Disability Services. Students with disabilities have certain rights under the Americans With Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Students with disabilities who desire accommodations should consult with the Academic Services Center. Students requesting accommodations must submit appropriate comprehensive documentation of the disability from a qualified professional. The documentation must be current, generally completed within the last three years. It should include the following:

- Method of examination (procedures and testing instruments)
- Diagnosis of disabling condition
- Explanation of how the disability might affect the student's academic performance and the functional limitations due to the disability
- Recommendations that will aid in the student's academic success and support the need for accommodations requested.

The Academic Services Center will 1) determine the student's eligibility for accommodation and 2) if the student is eligible, determine appropriate accommodations. Reasonable accommodations for students whose disability is caused by ADHD, for example, may include the following:

- Extended time on tests
- A distraction-free testing environment
- Tests and exams administered by a reader or scribe

Library Services. In 2007 the university opened the grand new Thrift Library containing a computer lab, café, curriculum lab, special collections, music technology lab, 100 seat multimedia center, conference room, and 10 group study rooms. Besides its collection of over 100,000 traditional volumes, electronic resources include more than 20,000 eBooks, over 75 databases, and more than 45,000 full text periodicals. The Library supports the University's educational mission through its resources and services, by teaching information literacy, and by encouraging its users to be self-directed, lifelong learners.

Computer Services

There are four general purpose academic computer centers on campus, as well as five computer labs dedicated to specific academic areas. Two of the general purpose centers are located in the Watkins Teaching Center and contain approximately 50 workstations; one of these is dedicated exclusively to general student use, while the other is available for both classes and general use. A third center, available for both classes and general use, is located in Vandiver Hall, consisting of 28 student workstations and a specialized instructor's workstation for enhanced classroom instruction. The fourth lab is designated for student use with 30 workstations in The Bunton Computer Laboratory located in the Thrift Library. Two of the dedicated labs are located in the Rainey Fine Arts building providing support to the art and graphic design program. One of these is equipped with 20 Apple Macs dedicated to graphic design and a second lab is also available with 20 mixed workstations offering mixed platforms for design and multimedia pursuits. The university also supports smaller computer laboratories dedicated to mathematics, chemistry, and a CADD laboratory for the interior design program. A combination of wired and wireless networking interconnects all academic and administrative workstations and storage devices, while wireless networking is available to all dormitory residents. Web-based Student Information Services allows student access to registration, academic records, and financial information. All students are assigned Anderson University email accounts, and have on-line access to secure storage of documents and assignments.

Media Services

The Media Center, located in the Watkins Teaching Center, provides audiovisual equipment for use in the instructional program and is available for use by authorized student groups.



Academic Programs



General Education

General Education is a program of study that reflects Anderson University's foundation in the liberal arts and the value it places on providing some common learning experiences for all its graduates. The selection of courses has been developed to provide the essential knowledge, skills, and dispositions that lead to informed citizenship, service, wellness, and a foundation for continued learning. The exploration of knowledge and skills in these courses provides the framework through which students may see the connections and distinctions among the academic disciplines.

As a university, we recognize that students gain more when they invest more, and we place a high value on the engaged learner. Skills in communicating, thinking, relating, and wellness are cultivated by the general education program as well as many courses in the major. Our heritage as a Christian institution is reflected in courses focused on the Bible, Christ, and ethical living. Knowledge comes to us through many pathways. Knowing and valuing the different processes by which disciplines explore and interpret the human experience is an important part of learning.

Upon completion of general education, students should be able to:

- 1) Demonstrate goal-setting for and critical self-reflection of their experience as learners.
- 2) Demonstrate increasing abilities related to the skills of communication, critical and creative thinking, productive interpersonal relationships, personal health and wellness:
 - Communication Skills—writing, speaking, reading, listening in English; achieving basic competency in a second language; developing observation skills, and an awareness of aesthetics
 - Critical Thinking Skills—logic, quantitative skills, research, computation, problem solving, scientific method, and analysis
 - Interpersonal Skills—cooperation, teamwork, leadership, and collaboration
 - Wellness Skills—nutritional awareness, physical fitness, and healthy lifestyle practices
- 3) Demonstrate knowledge of Christian Scripture, a knowledge of Christian religious traditions, and the ability to evaluate Christian ethical values.
- 4) Demonstrate knowledge of the contributions of a variety of academic disciplines, and the ability to employ corresponding methods of inquiry:

Humanities (including literature and history)

Mathematics

Fine Arts

Social/behavioral sciences

Natural Sciences

Bachelor of Arts, Bachelor of Science, Bachelor of Music Education, and Bachelor of Music Degrees (42-44 hours)

ORIENTATION

Freshman Year Experience (1 hour)

SKILLS

Communication (6 hours)

Writing – ENG 101 (3 hours)

Speaking – SPE 102, COM 201 (3 hours)

Mathematics (3 hours)

MAT 101 or higher (as designated by major)

Foreign Language (5-6 hours; minimum of one year sequence in college-level foreign language study or its equivalent)

FRE 101 and 102, or 131

REL 312 and 322*

SPA 101 and 102, or 131

**Available only to Christian Ministry majors, Christian Ministry minors, or Religion minors*

Healthy Lifestyle (2 hours)

KIN 135

AREAS OF INQUIRY

Humanities (12 hours)

History (3 hours)

HIS 111, 112, 201, 202

Literature (3 hours)

ENG 102

Religion (6 hours)

REL 105 and 305

Fine Arts (3 hours)

FA 200

Social Science (3 hours)

ECO 200, PSY 101, SOC 101

Natural Science (7-8 hours)

BIO 101, 102, 150, 200

CHE 101, 111

PSC 101

SCI 101

AST 101, 102

The Journey / The Cultural Experience (Pass/Fail)

Each student in the traditional four year academic program will need to receive credit for eight (8) semesters of *The Journey* program in order to meet graduation requirements.

Each student in the traditional four-year academic program will need to receive credit for six (6) semesters of *The Cultural Experience* program in order to meet graduation requirements.

Recommended Course Sequence for the B. A. with a Major in Art

The goal of the Art curriculum is to provide art students with a clear working knowledge of the visual arts as a form of communication, specifically enhanced through an understanding of formal elements and principles, creative visual problem solving, critical thinking skills, and an adept investigation of current tools and materials appropriate to each discipline.

Graduating students will receive essential preparation to foster success in the professional fields, further their education at the graduate level, or continue independent creative production.

The Art program is committed to providing the University community with direct exposure to artwork, emphasizing the study of art and art history in its historical and contemporary forms in order to broaden the intellectual contexts in which art is experienced.

A minimum high school GPA of 3.0 is required for admission into the art program. Students who have been accepted into the University but do not meet this minimum standard may enroll in art courses only if their cumulative GPA is at least a 2.5 following their first semester at Anderson University. Even if they are already accepted into the University, all transfer art students must apply for acceptance into the art program by submitting a portfolio and scheduling an application interview with a member of the art department. Transfer students must also have a 2.5 cumulative GPA to enroll in art courses. The department is responsible for determining which courses that are transferred in count as equivalent to required courses within the major.

All students enrolled in art courses are required to pay lab fees, which cover the cost of shared consumable materials provided by the Art Department. Fees vary in amount from course to course, and are included on the student's tuition bill.

All students who are pursuing a Bachelor of Arts in Art degree must submit work for review during the sophomore year. All students who plan to graduate with a Bachelor of Arts in Art must participate in a senior review and exhibition. Senior Reviews and exhibitions are scheduled twice a year at the end of the fall and spring semesters.



Ceramics Concentration

Course Requirements: ART 105, 106, 231, 232, 242, 261, 262, 264, 271, 331, 333 or 433, 362, 491, and 469. All art majors are required to comply with the policies and procedures itemized in The Art Department Academic Policies under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ART 105	3	ART 331, 362	6
ENG 101	3	Foreign Language 101	3
Mathematics	3	Electives	6
Natural Science (Lab)	4	Sub-total	15
Social Science	3		
FYE 101	1	Sixth Semester	
Sub-total	17	ART 261, 271, 469	9
		Foreign Language 102	3
Second Semester		REL 305	3
ART 106	3	Sub-total	15
ENG 102	3		
Natural Science	3	Seventh Semester	
Speech	3	ART 469	3
History	3	Social Science	3
KIN135	2	Electives	11
Sub-total	17	Sub-total	17
Third Semester		Eighth Semester	
ART 231, 262	6	ART 491, 469	4
FA 200	3	ART 333 or ART 433	3
REL 105	3	Electives	10
Elective	3	Sub-total	17
Sub-total	15		
Fourth Semester			
ART 232, 242, 264	9		
Electives	6		
Sub-total	15		

Recommended Course Sequence for the B. A. with a Major in Art

K-12 Teacher Education

Course Requirements: ART 105, 106, 229, 231, 232, 241, 243, 261, 262 or 264, 281, 331, 333 or 433, 382, 384, and 481; 6 hrs. of studio elective, including one at 300 level or above; Professional education courses include EDU 111, 195, 206, 295, 410, 411, 495/496, and PSY 205. All art majors are required to comply with the policies and procedures itemized in The Art Department Academic Policies under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ART 105	3	ART 351, 382, 243, Studio Elective. . .	12
ENG 101	3	REL 105	3
PSY 101	3	SOC 201	3
MAT 104 or 101	3	Sub-total	18
BIO 101 or 150	4		
FYE 101	1	Sixth Semester	
Sub-total	17	ART 261, 384	6
		REL 305	3
Second Semester		EDU 410, 211	6
ART 106	3	ART 333 or 433	3
EDU 111, 195	4	Sub-total	18
ENG 102	3		
SPE 102	3	Seventh Semester	
CHE 101 OR PSC 101 or SCI 101 . .	4	History	3
Sub-total	17	Studio Elective (300 Level)	3
		ART 229	1
Third Semester		ART 262 or 264	3
ART 231, 241, Studio elective	9	Electives	5
Foreign Language 101	3	Sub-total	15
FA 200	3		
KIN 135	2	Eighth Semester	
Sub-total	17	EDU 495/496	12
		ART 481	1
Fourth Semester		Sub-total	13
ART 232, 281	6		
PSY 205	3		
Foreign Language 102	3		
EDU 206, 295	4		
Sub-total	16		

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B. A. with a Major in Art

Graphic Design Concentration

Course Requirements: ART 105, 106, 120, 221, 231, 232, 242, 261 or 262 or 264, 271, 321, 322, 323, 324, 325, 331, 333 or 433, 421, 493, and 495. All art majors are required to comply with the policies and procedures itemized in The Art Department Academic Policies under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ART 105	3	ART 322, 324, 331	7
ENG 101	3	Electives	6
Mathematics	3	REL 305	3
Natural Science (Lab)	4	Sub-total	16
Social Science	3		
FYE 101	1	Sixth Semester	
Sub-total	17	ART 323, 325	6
		ART 271 or 261 or 262 or 264 . . .	3
Second Semester		ART 333 or 433	3
ART 106	3	Electives	3
ENG 102	3	Sub-total	15
History	3		
SPA/FRE 131	5	Seventh Semester	
ART 120	3	ART 421, 495	6
Sub-total	17	Electives	10
		Sub-total	16
Third Semester			
ART 221, 231, and 271 or 261, 262, 9		Eighth Semester	
SPE 102	3	ART 493	3
REL 105	3	Electives	12
Sub-total	15	Sub-total	15
Fourth Semester			
ART 232, 242, 321	9		
FA 200	3		
Elective	3		
KIN 135	2		
Sub-total	17		

Recommended Course Sequence for the B. A. with a Major in Art

Painting and Drawing Concentration

Course Requirements: ART 105, 106, 231, 232, 241, 242, 243, 261 or 262 or 264, 271, 331, 333 or 433, 341, 342, 441, 449 and 491. All art majors are required to comply with the policies and procedures itemized in The Art Department Academic Policies under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ART 105	3	ART 243, 331, 441	9
ENG 101	3	Foreign Language 101	3
Math	3	Elective	3
Natural Science (Lab)	4	Sub-total	15
REL 105	3		
FYE 101	1	Sixth Semester	
Sub-total	17	ART 261 or 262 or 264, 342, 449 . .	9
		Foreign Language 102	3
Second Semester		REL 305	3
ART 106	3	ART 333 or 433	3
ENG 102	3	Sub-total	18
History	3		
Natural Science	3	Seventh Semester	
SPE 102 or COM 201	3	ART 449	3
KIN 135	2	Electives	12
Sub-total	17	Sub-total	15
Third Semester		Eighth Semester	
ART 231, 241	6	ART 491, 449	4
Social Science	3	Electives	12
Electives	6	Sub-total	16
Sub-total	15		
Fourth Semester			
ART 232, 242, 341	9		
FA 200	3		
Elective	3		
Sub-total	15		

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Christian Ministry

The mission of the BA in Christian Ministry is to educate students who want to prepare themselves for a variety of careers in fields of Christian Ministry (e.g. church staff, missions, evangelism, etc), in order to prepare them for either a)work in a ministry situation or b)graduate professional studies in seminary or divinity school.

Course Requirements: All majors will also be required to take Psychology 101 and Sociology 101 to meet their Social Science requirements. Required religion courses in the major include: 151, 152, 201, 203, 251, 290, 330, 335, 350, 390, 490, and 491. Additionally, students must complete three 300/400 level Biblical Studies courses and two 300/400 electives. Other non-religion courses required of all majors include the following: BUS 220, CIS 120, MUS 324, PSY 205, PSY 375, and SOC 101 and 202 or 303.

First Semester	Sem. Hr.
ENG 101	3
Natural Science (Lab)	4
PSY 101	3
REL 105, 151	4
FYE 101	1
Sub-total	15

Second Semester	
ENG 102	3
Natural Science	3
SOC 101	3
REL 152	1
CIS 120	3
KIN 135	2
Sub-total	15

Third Semester	
REL 201, 203, 251, 330	8
MAT 101 or 104	3
Foreign Language 131	5
Sub-total	16

Fourth Semester	
FA 200	3
BUS 220	3
PSY 205, 375	6
REL 290	1
Elective	3
Sub-total	16

Fifth Semester	Sem. Hr.
SPE 102 or 210	3
REL 335, 350	6
MUS 324	3
Elective	3
Sub-total	15

Sixth Semester	
REL 300/400, 300/400, 390 . . .	7
History	3
SOC 202 or 303	3
REL 305	3
Sub-total	16

Seventh Semester	
REL 300/400, 300/400	6
Electives	12
Sub-total	18

Eighth Semester	
REL 300/400, 490, 491	9
Electives	8
Sub-total	17

Recommended Course Sequence for the B.A. with a Major in Communication

The mission of the BA in Communication is to educate students who want to prepare themselves for a variety of careers in media (e.g. journalism and video production) and professional communication (e.g. advertising, public relations and writing) or for graduate studies in communication.

Mass Media Concentration

Communication majors take 21 hours of core communication courses, with additional hours in one of three communication concentrations. The communication core includes COM 101, 111, 211, 301, 315, 332 and 403.

Course Requirements: COM 101, 111, 200, 211, 251, 300, 301, 311, 315, 332, 342, 351, 402, 403, 492, 495, ENG 431

First Semester	Sem. Hr.
COM 101	3
COM 111	3
ENG 101	3
FYE 101	1
Mathematics	3
REL 105	3
Sub-total	16

Second Semester	
COM 200	1
ENG 102	3
HIS 111	3
Natural Science	3
Social Science	3
Electives	3
Sub-total	16

Third Semester	
COM 251	3
COM 300	1
FA 200	3
KIN 135	2
Foreign Language 131	5
SPE 102	3
Sub-total	17

Fourth Semester	
COM 211	3
ENG 301	3
Natural Science	4
Electives	6
Sub-total	16

Fifth Semester	Sem. Hr.
COM 301	3
COM 311	3
REL 305	3
Electives	6
Sub-total	15

Sixth Semester	
COM 315	3
COM 351	3
COM 332	3
Electives	6
Sub-total	15

Seventh Semester	
COM 492	3
COM 495	3
ENG 431	3
Electives	9
Sub-total	18

Eighth Semester	
COM 342	3
COM 402	3
COM 403	3
Electives	6
Sub-total	15

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B. A.
with a Major in Communication

Public Relations/Advertising Concentration

Communication majors take 21 hours of core communication courses, with additional hours in one of three communication concentrations. The communication core includes COM 101, 111, 211, 301, 315, 332 and 403.

Course Requirements: COM 101, 111, 211, 251, 301, 315, 320, 321, 332, 342, 351, 403, 495, ENG 301, 431, MKT 331, 334, 413

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
COM 101	3	COM 301	3
COM 111	3	COM 320	3
ENG 101	3	MKT 331	3
FYE 101	1	REL 305	3
Mathematics	3	Electives	3
REL 105	3	Sub-total	15
Sub-total	16		
		Sixth Semester	
Second Semester		COM 315	3
ENG 102	3	COM 321	3
HIS 111	3	COM 332	3
Natural Science	3	COM 351	3
Social Science	3	Electives	6
Electives	3	Sub-total	18
Sub-total	15		
		Seventh Semester	
Third Semester		COM 495	3
COM 251	3	ENG 431	3
FA 200	3	MKT 334	3
KIN 135	2	Electives	8
Foreign Language 131	5	Sub-total	17
SPE 102	3		
Sub-total	16	Eighth Semester	
		COM 342	3
Fourth Semester		COM 403	3
COM 211	3	MKT 413	3
ENG 301	3	Electives	6
Natural Science	4	Sub-total	15
Electives	6		
Sub-total	16		

Recommended Course Sequence for the B. A. with a Major in Communication

Writing Concentration

Communication majors take 21 hours of core communication courses, with additional hours in one of three communication concentrations. The communication core includes COM 101, 111, 211, 301, 315, 332 and 403.

Course Requirements: COM 101, 111, 200, 211, 300, 301, 315, 332, 403, ENG 301, 490; and six courses from COM 311, 342, ENG 315, 316, 415, 416, 431

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
COM 101	3	COM 301	3
ENG 101	3	ENG 301	3
FYE 101	1	ENG 315*	3
Mathematics	3	REL 305	3
REL 105	3	Electives	3
SPE 102	3	Sub-total	15
Sub-total	16		
		Sixth Semester	
Second Semester		COM 300	1
ENG 102	3	COM 315	3
HIS 111	3	ENG 316*	3
Natural Science	3	COM 332	3
Social Science	3	Electives	6
Electives	3	Sub-total	16
Sub-total	15		
		Seventh Semester	
Third Semester		COM 311* OR ENG 431*	3
COM 111	3	ENG 415*	3
EA 200	3	Electives	12
KIN 135	2	Sub-total	18
Foreign Language 131	5		
Electives	3	Eighth Semester	
Sub-total	16	COM 342*	3
		COM 403	3
Fourth Semester		ENG 416*	3
COM 200	1	ENG 490	3
COM 211	3	Electives	3
Natural Science	4	Sub-total	15
Electives	9		
Sub-total	17		

NOTES: *Students are required to take six of seven writing electives

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in English

The BA in English major provides students with an overview of several periods of literature as well as an in-depth exploration of selected areas. Students will be prepared to continue their study in graduate institutions or work in related areas.

Course Requirements: Required non-ENG courses include the second year (201-202) of foreign language; required ENG courses include three courses chosen from ENG 201, 202, 205, 206, 213, 214, 215; and eight required ENG courses (26 semester hours): 303, 352, 360, 361, 375, 401, 411, 452/453 and 498. These will be offered at least once during any two year cycle. Four Elective English courses must be chosen at the 300/400 level (12 semester hours).

First Semester	Sem. Hr.	Third Semester	Sem. Hr.
ENG 101	3	ENG 200 Level	3
HIS 100/200.	3	Fine Arts 200	3
Foreign Language 131	5	Foreign Language (201)	3
Mathematics	3	Social Science	3
FYE 101	1	KIN 135	2
Sub-total.	15	Elective	3
		Sub-total.	17
Second Semester		Fourth Semester	
ENG 102.	3	ENG 200 Level	6
COM 201 or SPE 102.	3	Foreign Language (202)	4
REL 105	3	Natural Science	3
Natural Science (Lab).	4	Elective	3
Elective	3	Sub-total.	16
Sub-total.	16		

JUNIOR/SENIOR YEARS (Fifth - Eighth Semesters)

- I. Eight required English courses (26 semester hours): 303, 352, 360, 361, 375, 401, 411, 452/453 and 498. These will be offered at least once during any two year cycle.
- II. Elective English courses, four must be chosen at the 300/400 level (12 semester hours).
- III. REL 305 (3 hours)
- IV. Free Electives to bring total to 128 hours.

Recommended Course Sequence for the B.A. with a Major in English: Secondary Education

By employing the concept that the teacher is a builder of knowledge, values, and community, the mission of the Department of Secondary Education & K-12 Studies is to produce teacher candidates who possess a Christian commitment and are skilled in pedagogy, content knowledge, and adolescent development strategies. Through quality instruction, field experiences, and effective mentoring by faculty, students in this major will be prepared to teach high school English and literature effectively and will demonstrate appropriate classroom management and instructional skills for the high school classroom.

Course Requirements: Required non-ENG/EDU courses include BIO 101, PSY 101, 205, and either PSC 101 or CHE 101. The required courses in EDU are III, 195, 206, 220, 251, 295, 411, 451, 452, and 496. The required courses in ENG are 201 or 202, 205 or 206, 213 or 214 or 215, 303, 324, 332, 401, 411 and two English electives at the 300/400 level.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	EDU 211	3
BIO 101	4	ENG 303 OR 411	3
Foreign Language 131	5	KIN 135	2
SPE 102	3	SOC 201	3
FYE 101	1	Elective	6
Sub-total	16	Sub-total	17
Second Semester		Sixth Semester	
ENG 102	3	REL 305	3
MAT 101 OR 104	3	EDU 452	3
EDU III & 195	4	ENG 332, ENG Elective—	
EDU 220	3	3XX or 4XX	6
PSY 101	3	Electives	5
Sub-total	16	Sub-total	17
Third Semester		Seventh Semester	
ENG 201 OR 202	3	EDU 451	3
ENG 205 OR 206	3	ENG 303 OR 411	3
REL 105	3	ENG 324 OR 401	3
PSY 205 & EDU 295	4	ENG Elective 3XX OR 4XX	3
PSC 101 OR CHE 101	4	Electives	4
Sub-total	17	Sub-total	16
Fourth Semester		Eighth Semester	
ENG 213, 214, OR 215	3	EDU 496	12
EDU 206, 251	6	Sub-total	12
FA 200	3		
History	3		
Elective	3		
Sub-total	18		

Total Number of Semester Hours Required for the Degree: 129

Recommended Course Sequence for the B.A. with a Major in History

The mission of the B.A. in History is to educate students in the areas of American, European, and world non-Western history so that the students will be prepared to 1) pursue graduate or professional studies, 2) enter the teaching field, 3) enter a career in the public or private sector, or, 4) enter a career appropriate to a broad-based liberal arts education (not necessarily within history).

Course Requirements: Required Non-HIS courses include PS 101 and the second year (201-202) of foreign language. The required courses in History are HIS 111, 112, 201, 202, 295, 496, 497 and 18 semester hours of 300/400 courses (two courses in European history, two in American History, one in world/non-Western history, and one elective).

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	HIS 300/400, 300/400	6
HIS 111	3	REL 305	3
Foreign Language 131	5	SPE 102 or COM 201	3
MAT 101, 104	3	Electives	3
FYE 101	1	Sub-total	15
Sub-total	15		
		Sixth Semester	
Second Semester		HIS 300/400, 300/400	6
ENG 102	3	Electives	12
HIS 112	3	Sub-total	18
REL 105	3		
Natural Science	3	Seventh Semester	
Elective	3	HIS 300/400, 496	4
Sub-total	15	Electives	12
		Sub-total	16
Third Semester			
HIS 201	3	Eighth Semester	
Social Science	3	HIS 300/400, 497	6
FA 200	3	Electives	10
Foreign Language 201	3	Sub-total	16
Natural Science	4		
Sub-total	16		
Fourth Semester			
PS 101	3		
HIS 295	3		
Foreign Language 202	3		
HIS 202	3		
KIN 135	2		
Elective	3		
Sub-total	17		

Recommended Course Sequence for the B.A. with a Major in History/Social Studies: Secondary Education

By employing the concept that the teacher is a builder of knowledge, values, and community, the mission of the Department of Secondary Education & K-12 Studies is to produce teacher candidates who possess a Christian commitment and are skilled in pedagogy, content knowledge, and adolescent development strategies. Through quality instruction, field experiences, and effective mentoring by faculty, students in this major will be prepared to teach high school History and social studies effectively and will demonstrate appropriate classroom management and instructional skills for the high school classroom.

Course Requirements: Required Non-HIS/EDU courses include BIO 101; ECO 200; GEO 102, ENG 200-level Literature; SOC 101; PS 101; PSY 101 and 205; and either PSC 101 or CHE 101. The required courses in Education are III, 195, 206, 220, 251, 295, 411, 451, 452, and 496. The required courses in History are HIS III, 112, 201, 202, 295 and 15 semester hours of 300/400 level courses; two in European history; two in American History; and one in world/non-western history.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	HIS 300/400	3
HIS III	3	ENG 2XX	3
Foreign Language 131	5	PSC 101 or CHE 101	4
MAT 101 or 104	3	EDU 211	3
PS 101	3	Elective	3
FYE 101	1	Sub-total	16
Sub-total	18		
		Sixth Semester	
Second Semester		HIS 300 & 400	6
ENG 102	3	REL 305	3
HIS 112	3	EDU 206, 452	6
GEO 102	3	Sub-total	15
EDU 111 & 195	4		
PSY 101	3	Seventh Semester	
Sub-total	16	ECO 200	3
		EDU 451	3
Third Semester		KIN 135	2
HIS 201	3	HIS 300 & 400	6
PSY 205 & EDU 295	4	Elective	3
FA 200	3	Sub-total	17
BIO 101	4		
SPE 102	3	Eighth Semester	
Sub-total	17	EDU 496	12
		Sub-total	12
Fourth Semester			
HIS 202	3		
EDU 220, 251	6		
REL 105	3		
SOC 101	3		
HIS 295	3		
Sub-total	18		

Total Number of Semester Hours Required for the Degree: 129

Recommended Course Sequence for the B.A. with a Major in Interior Design

The mission of the School of Interior Design is to create an environment for aspiring designers to rigorously engage in student centered learning by providing a strong foundation in interior design within the context of a liberal arts education in a distinctly Christian community. Additionally, the curriculum seeks to foster the development of the technical processes, conceptual and perceptual skills, creative problem solving, project management skills, self-discipline, environmental responsibility and professional ethics essential for graduates to practice Interior Design with a global perspective in a world market.

Course Requirements: Art 105, 106, 232, ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, 355, 451, 452, 453, 490, and 495.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ID 101	2	ID 350	4
ID 151	3	ID 351	3
ART 105	3	ID 353	3
ENG 101	3	Natural Science (non-lab)	3
Social Science	3	REL 305	3
KIN 135	2	Sub-total	15
FYE 101	1		
Sub-total	17	Sixth Semester	
		ID 352	3
Second Semester		ID 354	3
ART 106	3	ID 355	3
ENG 102	3	Electives	9
ID 152	3	Sub-total	18
SPA/Fre 131	5		
ART 229	1	Seventh Semester	
Sub-total	15	ID 451	3
		ID 452	4
Third Semester		Electives	9
ID 251	4	Sub-total	17
ID 252	3		
SPE 102	3	Summer Term	
REL 105	3	ID 495	3
Natural Science (Lab)	4		
Sub-total	17	Eighth Semester	
		ID 453	4
Fourth Semester		ID 490	3
ID 253	4	FA 200	3
ID 254	3	Elective	6
ID 255	3	Sub-total	16
ART 232	3		
Mathematics	3		
Elective	1		
Sub-total	17		

Recommended Course Sequence for the B.A. with a Major in Music

The Bachelor of Arts degree in Music provides a broad, Christian, liberal arts education that combines academic study of music with a large number of electives, including a minor area of study. Students in the program may tailor their studies to suit a wide range of possible academic or professional goals. The major includes history, literature, and theoretical studies of music supported by a variety of applied music experiences, including private study and ensembles.

Course Requirements: Major Applied Area (10 hrs.), Music Ensembles (10 hrs. Primary 8 hours and Specialized 2 hours), Recital Hour 090 (7 semesters), MUS 205, 317; MUH 210 or 211 or 212 or 213, 370, 371; MUT 101, 103, 201, 203, 301, 303, and 6 hours of music electives, selected from any music course except applied music. In addition to the general education course requirements, 25 hours of non-music courses are required. These courses must include a minor outside of music unless they have a secondary major. All music majors are required to comply with the policies and procedures itemized in The Music Handbook edition under which they entered or are graduating.

First Semester	Sem. Hr.
ENG 101	3
Foreign Language 101	3
Social Science	3
MUS 090, MUT 101	3
Primary Ensemble	1
Applied Music	2
FYE 101	1
Sub-total	16

Second Semester	
ENG 102	3
Foreign Language 102	3
MAT 101 or Higher	3
MUS 090, MUT 103	3
Primary Ensemble	1
Applied Music	2
Non-Music Elective	3
Sub-total	18

Third Semester	
REL 105	3
MUS 090, MUT 201, one of MUH 210-213	6
Primary Ensemble	1
Applied Music	2
Non-Music Elective	3
Sub-total	15

Fourth Semester	
REL 305	3
FA 200	3
MUS 090, MUT 203, MUH 371	6
Primary Ensemble	1
Applied Music	2
Sub-total	15

Fifth Semester	Sem. Hr.
MUS 090, 205, 317, MUT 301, MUH 370	10
Primary Ensemble	1
Secondary Ensemble	1
Applied Music	2
Non-Music Elective	3
Sub-total	17

Sixth Semester	
Natural Science	3
Music Elective	2
KIN 135	2
MUS 090, MUT 303	3
Primary Ensemble	1
Secondary Ensemble	1
Non-Music Elective	5
Sub-total	17

Seventh Semester	
Non-Music Electives	3
Natural Science (Lab)	4
SPE 102 or COM 201	3
MUS 090	0
Music Elective	2
Primary Ensemble	1
HIS 111, 112, 201, or 02	3
Sub-total	16

Eighth Semester	
MUS 494	3
Non-Music Electives	8
Primary Ensemble	1
Music Elective	2
Sub-total	14

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Music: Church Music Concentration

Course Requirements: Major Applied Area (10 hrs.), Primary Ensemble (8 hrs.), MUS 090 (7 semesters), 205, 317, 495, MUH 210 or 211 or 212 or 213, 370, 371, MUR 300, MUT 101, 103, 201, 203, 301, 303, MUC 321, REL 151, 152, 251; MUSIC ELECTIVES, 10 semester hours selected from the following courses with a minimum of one course from each of the following categories: Church Music: MUC 320, 323, 324; Practicum: MUS 315, 316, 417; MUE 114, 115, 116, 117, or 314; Theory: MUT 304 or 408; Ensembles or Applied: Any ensemble(s) and/or applied lessons up to 4 hours. In addition to the general education requirements, 19 hours of non-music electives are required. All music majors are required to comply with the policies and procedures itemized in The Music Handbook edition under which they entered or are graduating.

First Semester	Sem. Hr.
ENG 101	3
Foreign Language 101	3
MUS 090, 205, MUT 101	5
Primary Ensemble	1
Applied Music	2
FYE 101	1
REL 151	1
Sub-total	16

Second Semester	
ENG 102	3
Foreign Language 102	3
SPE 102 or COM 201	3
MUS 090, MUT 103	3
Primary Ensemble	1
Applied Music	2
REL 152	1
Sub-total	16

Third Semester	
REL 105	3
MUS 090, MUT 201, one of MUH 210-213	6
Primary Ensemble	1
Applied Music	2
REL 251	1
Social Science	3
Sub-total	16

Fourth Semester	
Natural Science	3
EA 200	3
MUS 090, MUT 203	3
Primary Ensemble	1
Applied Music	2
Music Elective	2
Non-Music Elective	3
Sub-total	17

Fifth Semester	Sem. Hr.
MUS 090, 317, MUT 301, MUH 370, MUC 321	11
MUR 300,	0
Primary Ensemble	1
Applied Music	2
Sub-total	14

Sixth Semester	
MUS 090, MUH 371	3
MUT 303	3
REL 305	3
KIN 135	2
Primary Ensemble	1
Non-Music Elective	4
Sub-total	16

Seventh Semester	
MUS 090, MUS Electives	4
MUS 495	1
Non-Music Electives	7
Natural Science (Lab)	4
Primary Ensemble	1
Sub-total	17

Eighth Semester	
Music Electives	4
Primary Ensemble	1
History	3
Math	3
Non-Music Electives	5
Sub-total	16

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Psychology

The mission of the Psychology major at Anderson University is to provide students a foundational understanding of the science of psychology and its applications, in order to prepare them for their roles as citizens in the liberal arts tradition including graduate education in both research and applied programs or a career appropriate to a broad-based liberal arts education.

Course Requirements: Preparation for the psychology major includes some additional courses outside of the major. These courses include Philosophy 101 and a second social science course beyond the one required in general education. In addition, Psychology 101 counts in the major and not in general education while Biology 150 and Chemistry 101 are designated as the science courses in general education for students majoring in psychology. Psychology majors are required to take a total of 41 semester hours of Psychology courses as follows: Psychology Core: PSY 101, 102, 190, 205, 211, 410, 498 and either 490 or 491 – 23 semester hours. Psychology electives must be taken from each of three domains: Domain 1: choose two courses from among 312, 314, or 360; Domain 2: choose two courses from among 301, 316, 350; Domain 3: any two other PSY electives – 18 hours. PSY 490 or 491 will count as a general elective if not taken as a part of the core requirements.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	PSY Elective (Domain 1)	3
Gen. Ed. MAT.	3	PSY Elective (Domain 2)	3
PSY 101	3	PSY Elective (Any)	3
Foreign Language	5	REL 305	3
Foreign Language Lab (LAN)	0	Elective	3
FYE 101	1	Sub-total	15
Sub-total	15		
		Sixth Semester	
Second Semester		PSY Elective (Domain 1)	3
ENG 102	3	PSY Elective (Domain 2)	3
PSY 102	1	PSY Elective (Any)	3
PSY 190	3	Electives	8
Social Science		Sub-total	17
(ECO 200 or SOC 101).	3		
BIO 150	4	Seventh Semester	
REL 105	3	PSY 490 or PSY 491	3
Sub-total	17	PSY 498	3
		Electives	10
Third Semester		Sub-total	16
PSY 205	3		
PSY 211	4	Eighth Semester	
SPE 102 or COM 201	3	PSY 410	3
FA 200	3	Electives	13
Elective	3	Sub-total	16
Sub-total	16		
Fourth Semester			
PHI 101	3		
CHE 101	4		
HIS (Pick one: III, II2, 201, 202).	3		
KIN 135	2		
Elective	3		
Sub-total	15		

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.A. with a Major in Religion

The mission of the BA in Religion is to educate students in the traditional theological disciplines (biblical studies and languages, theology, church history, etc.) so that the students will be prepared to 1)enter seminary, 2)pursue a graduate research degree, or 3)enter a career appropriate to a broad-based liberal arts education (not necessarily within ministry). The BA in Religion is distinct from the BA in Christian Ministry in that the course of study is more focused and a Senior student research project is required. The Religion degree is designed for students with a strong, internal commitment to scholarship.

Course Requirements: Required non-REL courses include HIS 111, ENG 205, and the second year (201-202) of foreign language. The Religion Major includes REL 201, 203, 496, 497 and 30 hours in upper level (300-400) religion courses, including the following distribution of courses. Twelve hours must be in Biblical Studies, three of which must be in a 400-level course. (Six hours must be in Old Testament, and six hours must be in New Testament.) Students must also take REL 330 and REL 335. The twelve additional hours of upper division religion courses may be chosen by the student.

First Semester	Sem. Hr.
ENG 101	3
MAT 101 or 104	3
REL 105	3
Foreign Language 131	5
FYE 101	1
Sub-total	15

Second Semester	
ENG 102	3
HIS 111	3
Social Science	3
Elective	6
KIN 135	2
Sub-total	17

Third Semester	
ENG 205	3
REL 201, 203	4
Natural Science	4
Foreign Language 201	3
Elective	3
Sub-total	17

Fourth Semester	
FA 200	3
SPE 102 or 210	3
Foreign Language 202	3
Natural Science	4
Elective	3
Sub-total	16

Fifth Semester	Sem. Hr.
REL 330, 300/400, 300/400 . .	9
REL 305	3
Elective	3
Sub-total	15

Sixth Semester	
REL 300/400, 300/400, 335 . .	9
Electives	7
Sub-total	16

Seventh Semester	
REL 300/400, 300/400, 496 . .	7
Electives	9
Sub-total	16

Eighth Semester	
REL 300/400, 490, 497	9
Electives	7
Sub-total	16

Recommended Course Sequence for the B.A. with a Major in Spanish

The BA in Spanish at Anderson University exists to promote and teach about all things Hispanic, including language, culture and literature, in order to raise the level of awareness in our graduates. It also seeks to make the University and larger community aware of issues related to Hispanics throughout the world.

Course Requirements: Required non-SPA courses include ENG 205 or 206 and 12 hours in a second language (French is shown, but students could study another language). The major requires 35 hours of Spanish courses above the 201 level.

First Semester	Sem. Hr.
SPA 131	5
ENG 101	3
Natural Science (Lab)	4
Mathematics	3
FYE 101	1
Sub-total	16

Second Semester	
ENG 102	3
Natural Science	3
Social Science	3
Elective	6
Sub-total	15

Third Semester	
SPA 201	3
ENG 205 or 206	3
REL 105	3
Speech 102 or COM 201	3
Electives	6
Sub-total	18

Fourth Semester	
SPA 202	3
History	3
KIN 135	2
Elective	7
Sub-total	16

Fifth Semester	Sem. Hr.
SPA 305, 321, 341	9
Elective	3
FRE 101	3
Sub-total	15

Sixth Semester	
SPA 310, 322, 405	7
FA 200	3
FRE 102	3
REL 305	3
Sub-total	16

Seventh Semester	
SPA 325, 342, 410	7
FRE 201	3
Electives	6
Sub-total	16

Eighth Semester	
SPA 326, 450, 490	9
FRE 202	3
Electives	6
Sub-total	16

Recommended Course Sequence for the B.A. with a Major in Theatre

The Theatre Major provides foundational training in theatrical production. Students in the major will understand, utilize, and develop a level of mastery of fundamental theatrical skills; cultivate team-building and leadership skills; and achieve a level of confident independent expression in the theatrical medium. The major is intended to provide a broad foundation leading to advanced degree work in theatre, professional work in the theatre (both artistic and administrative), or employment in the corporate communication/public relations arena.

Course Requirements: Theatre Majors take forty-eight hours of Theatre courses. The curriculum includes the following two Senior Options: A) Theatre Production (Shakespeare, Advanced Acting, and Senior Project). B) Arts Administration (Business Communication, Theatre Management and Theatre Internship). Each student is required to take eight hours of Theatre Production (Sections A and B of each level). Students are also required to take two sections of THE 490, Advanced Topics, during their Junior and Senior years. Courses required in the Theatre Major include: 1/2/3/401 A&B, 112, 120, 130, 210, 212, 220, 222, 360, 490 A&B, ENG 332. Senior Option A: ENG 411, 312 and 492. Senior Option B: ENG 301, 330 and 495. All theatre majors are required to comply with the policies and procedures itemized in The Theatre Handbook edition under which they entered or are graduating.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
THE 101	1	THE 301	1
THE 120	3	THE 340	3
THE 112	1	THE 360	2
Mathematics	3	THE 490-A	2
ENG 101	3	ENG 411 or ENG 301	3
REL 105	3	Electives	6
FYE 101	1	Sub-total	17
Sub-total	15		
		Sixth Semester	
Second Semester		THE 301	1
THE 101	1	THE 312 or 330	3
THE 130	3	REL 305	3
SPE 102	3	Electives	9
ENG 102	3	Sub-total	16
KIN 135	2		
Natural Science (Lab)	4	Seventh Semester	
Sub-total	16	THE 401	1
		THE 490-B	2
Third Semester		Electives	13
THE 201	1	Sub-total	16
THE 212	3		
THE 210	3	Eighth Semester	
THE 220	3	THE 401	1
Foreign Language	3	THE 492 or 495	3
FA 200	3	Electives	12
Sub-total	16	Sub-total	16
Fourth Semester			
THE 201	1		
THE 222	3		
History	3		
Foreign Language	3		
Natural Science	3		
Electives	3		
Sub-total	16		

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.S. with a Major in Biology

The Biology major curriculum at Anderson University was devised to provide students with high quality state-of-the-art coursework in biology and related subjects which, when successfully completed, will lead to the Bachelor of Science (BS) degree in the discipline. Upon completion of the degree, students will be expected to have mastered discipline-specific lecture, laboratory, and field studies at the appropriate level, exhibit the ability to think critically, possess appropriate mathematical and computer skills, and be able to write and speak effectively. See the description of Pre-Professional Studies on page 18.

Course Requirements: General Education: 40-42 hours (depending on whether MAT 108/109 or MAT 140/190 is taken). A grade of C or better must be made in MAT 108/109 or 140/190. Biology Core (23 hours): BIO 110, 111, 300, 310, 320, 452 –Biology Electives (16 hours): Selected from BIO courses numbered 240 or higher, including at least two at the 400 level and either BIO 240, 360, or 380 Cognates (31 hours): CHE 111, 112, 201/3, 202/4, 301, PHY 151, 152 or 201/11, 202/12 Total: 128 hours

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BIO 110	4	BIO 320	4
CHE 111	5	CHE 301	3
MAT 108 OR 140	3/4	PHY 151 or 201	4
ENG 101	3	FA 200	3
FYE 101	1	Elective	3
Sub-total	16/17	Sub-total	17
Second Semester		Sixth Semester	
BIO 111	4	Biology 300/400 level	4
CHE 112	5	PHY 152 or 202	4
MAT 109 or 190	3/4	History	3
ENG 102	3	REL 305	3
Sub-total	15/16	Elective	3
		Sub-total	17
Third Semester		Seventh Semester	
BIO 300	4	Biology 300/400 level, BIO 452 ..	5
CHE 201/203	5	Social Science	3
Speech	3	Electives	8
REL 105	3	Sub-total	16
Foreign Language	3		
Sub-total	18		
Fourth Semester		Eighth Semester	
BIO 310	4	Biology 300/400 level	8
CHE 202/204	5	Electives	5-7
KIN 135	2	Sub-total	13-15
Foreign Language	3		
Elective	3		
Sub-total	15		

Total Number of Semester Hours Required for the Degree: 128 hours

Recommended Course Sequence for the B.S. with a Major in Business

Mission Statement for the Traditional Business Program – The Bachelor of Science degree in Business prepares graduates, in a traditional environment, with the basic tools necessary to achieve success in an ever-changing business environment. This is enhanced by a curriculum with challenging core courses in basic business knowledge and applications, enhanced by concentration specific courses. The degree is designed to allow graduates to satisfy goals for entry-level positions leading to a professional career in business, industry, government, charitable and other not-for-profit organizations.

Accounting Concentration

Concentration Specific Requirements: ACC 310, 311, 435, 2 ACC electives, 1 elective from ACC, BUS 401, CIS, FIN, ECO or MGT.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
FYE 101	1	MGT 341	3
ENG 101	3	ACC 310	3
REL 105	3	FIN 310	3
MAT 113	3	Electives	5-7
Foreign Language		Sub-total	14-16
Option One	5		
Option Two	3	Sixth Semester	
History	3	BUS 351	3
Sub-total	15-16	CIS 352	3
		ACC 311	3
Second Semester		REL 305	3
ENG 102	3	MKT 331	3
MAT 114	3	Elective	2
Natural Science	3-4	Sub-total	17
PSY 101 or SOC 101	3		
Foreign Language		Seventh Semester	
Option One		BUS 495	3
History	3	ACC 435	3
Option Two	3	ACC Elective	3
Sub-total	15-16	Electives	8
		Sub-total	17
Third Semester			
CIS 120	3	Eighth Semester	
ACC 201	3	BUS 490	3
BUS 230	3	Business Elective	3
ECO 211	3	ACC Elective	3
Natural Science	4	Electives	6
Sub-total	16	Sub-total	15
Fourth Semester			
ACC 202	3		
ECO 212	3		
FA 200	3		
Speech	3		
KIN 135	2		
Elective	3		
Sub-total	17		

The number of elective hours in the Fifth Semester is dependent upon the Foreign Language option selected in the First and Second Semesters and the Natural Science option selected in the Second semester.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.S. with a Major in Business

Computer Information Systems Concentration

Concentration Specific Requirements: CIS 202, 203, 310, 330, 490, 2 CIS electives, MGT 451.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
FYE 101	1	MGT 341	3
ENG 101	3	CIS 330	4
CIS 120	3	FIN 310	3
MAT 113	3	REL 105	3
Foreign Language		Electives	0-2
Option One	5	Sub-total	13-15
Option Two	3		
History	3		
Sub-total	15-16		
		Sixth Semester	
Second Semester		BUS 351	3
ENG 102	3	CIS 352	3
MAT 114	3	FA 200	3
Natural Science	3-4	REL 305	3
PSY 101 or SOC 101	3	MGT 451	3
Foreign Language		Elective	2
Option One		Sub-total	17
History	3		
Option Two	3		
Sub-total	15-16	Seventh Semester	
		BUS 495	3
Third Semester		CIS 310	3
CIS 202	4	CIS 492	3
ACC 201	3	MKT 331	3
BUS 230	3	Electives	5
ECO 211	3	Sub-total	17
Natural Science	4		
Sub-total	17		
		Eighth Semester	
Fourth Semester		CIS 490	3
ACC 202	3	BUS 490	3
CIS 203	4	CIS 494	3
ECO 212	3	Electives	6
Speech	3	Sub-total	15
KIN 135	2		
Electives	2		
Sub-total	17		

The number of elective hours in the Fifth Semester is dependent upon the Foreign Language option selected in the First and Second Semesters and the Natural Science option selected in the Second semester.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.S. with a Major in Business
Finance/Economics Concentration

Concentration Specific Requirements: ECO 301, 340, 350, 410, FIN 311, 2 ECO or FIN electives

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
FYE 101	1	MGT 341	3
ENG 101	3	ECO 301	3
REL 105	3	FIN 310	3
MAT 113	3	ECO 340	3
Foreign Language		Electives	2-4
Option One	5	Sub-total	14-16
Option Two	3		
History	3	Sixth Semester	
Sub-total	15-16	BUS 351	3
		CIS 352	3
Second Semester		ECO 350	3
ENG 102	3	REL 305	3
MAT 114	3	FIN 311	3
Natural Science	3-4	Elective	2
PSY 101 or SOC 101	3	Sub-total	17
Foreign Language			
Option One		Seventh Semester	
History	3	BUS 495	3
Option Two	3	MKT 331	3
Sub-total	15-16	ECO or FIN Elective	3
		Electives	8
Third Semester		Sub-total	17
CIS 120	3		
ACC 201	3	Eighth Semester	
BUS 230	3	ECO 410	3
ECO 211	3	BUS 490	3
Natural Science	4	ECO or FIN Elective	3
Sub-total	16	Elective	6
		Sub-total	15
Fourth Semester			
ACC 202	3		
ECO 212	3		
FA 200	3		
Speech	3		
KIN 135	2		
Elective	3		
Sub-total	17		

The number of elective hours in the Fifth Semester is dependent upon the Foreign Language option selected in the First and Second Semesters and the Natural Science option selected in the Second semester.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.S. with a Major in Business Human Resource Management Concentration

Concentration Specific Requirements: MGT 343, PSY 301, PSY 318, BUS 401, 3 electives to be selected from ACC, BUS, ECO, MGT, MKT, PSY, or SOC, and MGT 410 must be taken, rather than BUS 351. PSY 101 and SOC 101 are taken as general education requirements.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
FYE 101	1	MGT 341	3
ENG 101	3	MKT 331	3
REL 105	3	FIN 310	3
MAT 113	3	PSY 301	3
Foreign Language		Electives	3-5
Option One	5	Sub-total	15-17
Option Two	3		
History	3	Sixth Semester	
Sub-total	15-16	BUS 401	3
		CIS 352	3
Second Semester		MGT 343	3
ENG 102	3	REL 305	3
MAT 114	3	PSY 318	3
Natural Science	3-4	Sub-total	15
PSY 101	3		
Foreign Language		Seventh Semester	
Option One		BUS 495	3
History	3	Business Electives	6
Option Two	3	Electives	9
Sub-total	15-16	Sub-total	18
Third Semester		Eighth Semester	
CIS 120	3	MGT 410	3
ACC 201	3	BUS 490	3
BUS 230	3	Business Elective	3
ECO 211	3	Electives	6
Natural Science	4	Sub-total	15
Sub-total	16		
Fourth Semester			
ACC 202	3		
ECO 212	3		
FA 200	3		
Speech	3		
KIN 135	2		
SOC 101	3		
Sub-total	17		

The number of elective hours in the Fifth Semester is dependent upon the Foreign Language option selected in the First and Second Semesters and the Natural Science option selected in the Second semester.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B.S. with a Major in Business
Management Concentration

Concentration Specific Requirements: MGT 343, BUS 401, MGT 451, 469 or 479, 4 electives to be selected from ACC, BUS, CIS, ECO, FIN, MGT, MKT, PSY 101 and SOC 101 are taken as general education requirements.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
FYE 101	1	MGT 341	3
ENG 101	3	MKT 331	3
REL 105	3	FIN 310	3
MAT 113	3	Electives	5-7
Foreign Language		Sub-total	14-16
Option One	5		
Option Two	3	Sixth Semester	
History	3	BUS 351	3
Sub-total	15-16	CIS 352	3
		MGT 343	3
Second Semester		REL 305	3
ENG 102	3	Business Elective	3
MAT 114	3	Elective	2
Natural Science	3-4	Sub-total	17
PSY 101 or SOC 101	3		
Foreign Language		Seventh Semester	
Option One		BUS 495	3
History	3	MGT 451/469/479	3
Option Two	3	Business Elective	3
Sub-total	15-16	Electives	8
		Sub-total	17
Third Semester			
CIS 120	3	Eighth Semester	
ACC 201	3	BUS 401	3
BUS 230	3	BUS 490	3
ECO 211	3	Business Electives	6
Natural Science	4	Elective	3
Sub-total	16	Sub-total	15
Fourth Semester			
ACC 202	3		
ECO 212	3		
FA 200	3		
Speech	3		
KIN 135	2		
PSY 101 or SOC 201	3		
Sub-total	17		

The number of elective hours in the Fifth Semester is dependent upon the Foreign Language option selected in the First and Second Semesters and the Natural Science option selected in the Second semester.

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the B. S. with a Major in Early Childhood/Elementary Education

By providing classroom experiences that are steeped in theory and concepts and requiring multiple field experiences to observe and practice the learned concepts, the mission of the Department of Elementary Education at Anderson University is to educate the pre-service teachers to be builders of knowledge, builders of values, and builders of community. The teacher education program prepares teachers who will develop the knowledge, skills, and dispositions required for impacting school children appropriately.

Course Requirements: EDU 111, 195, 206, 211, 220, 260, 295, 321, 322, 330, 335, 410, 421, 440, 442, EDC 201, 350, 355, 443, EDC 494/EDE 495, PSY 205, MAT 208, 209.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BIO 101 or 102	4	HIS 201 or 202	3
ENG 101	3	REL 305	3
SPE 102	3	EDU 211	3
MAT 101	3	EDU 330	4
EDU 111/195 or PSY 101	3/1 or 3	HIS 111 or 112	3
FYE 101	1	Sub-total	16
Sub-total	17-18		
		Sixth Semester	
Second Semester		EDU 321	3
PSC 101 or CHE 101	4	EDU 322	3
ENG 102	3	EDU 335	3
EDU 111/195 OR PSY 101	3/1 or 3	EDC 350	3
MAT 208 or 209	4	Kin 135	2
SOC 101 or EDU 220	3	ENG 205 or 206	3
Sub-total	17-18	Sub-total	17
		Seventh Semester	
Third Semester		EDU 410	3
FA 200	3	EDU 421	3
REL 105	3	EDU 440	3
AST 101/111 or		EDU 442	3
EDU 295/PSY 205	4 or 1/3	EDC 443	3
EDC 201	3	EDC 355	3
Foreign Language	3	Sub-total	18
EDU 220 or SOC 101	3		
Sub-total	19	Eighth Semester	
		EDC 494/EDE 495	12
Fourth Semester		Split-Placement - Student Teaching	
EDU 206	3	Sub-total	12
EDU 260	3		
AST 102/112 or			
EDU 295/PSY 205	4 or 1/3		
Foreign Language	3		
MAT 209 or 208	4		
Sub-total	17		

NOTES: For (transfer) students who have taken one or more of the 400-level EDU courses, the field placement course EDC 443 is required with the other 400-level EDU courses not yet completed. Early Childhood/Elementary Education majors may enroll in these courses in the fall or spring semester prior to student teaching.

Total Number of Semester Hours Required for the Degree: 134

Recommended Course Sequence for the
B. S. with a Major in Elementary Education

By providing classroom experiences that are steeped in theory and concepts and requiring multiple field experiences to observe and practice the learned concepts, the mission of the Department of Elementary Education at Anderson University is to educate the pre-service teachers to be builders of knowledge, builders of values, and builders of community. The teacher education program prepares teachers who will develop the knowledge, skills, and dispositions required for impacting school children appropriately.

Course Requirements: EDU 111, 195, 206, 211, 220, 260, 295, 321, 322, 330, 335, 410, 421, 440, 442, EDE 443, 495, PSY 205, MAT 208, 209.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BIO 101 or 102	4	HIS 201 or 202	3
ENG 101	3	ENG 205 or 206	3
SPE 102	3	EDU 211	3
MAT 101	3	REL 305	3
EDU 111/195 or PSY 101	3/1 or 3	EDU 330	4
FYE 101	1	Elective	1
Sub-total	17-18	Sub-total	17
Second Semester		Sixth Semester	
PSC 101 or CHE 101	4	EDU 321	3
ENG 102	3	EDU 322	3
EDU 111/195 or PSY 101	3/1 or 3	EDU 335	3
SOC 101	3	HIS 111 or 112	3
EDU 220	3	KIN 135	2
Sub-total	16-17	Elective	3
Third Semester		Sub-total	17
FA 200	3	Seventh Semester	
REL 105	3	EDU 410	3
AST 101/111 or		EDU 421	3
EDU 295/PSY 205	4 or 1/3	EDU 440	3
Foreign Language	3	EDU 442	3
MAT 208 or MAT 209	4	EDE 443	3
Sub-total	17	Sub-total	15
Fourth Semester		Eighth Semester	
EDU 206	3	EDE 495	12
EDU 260	3	Student teaching	
AST 102/112 or		Sub-total	12
EDU 295/PSY 205	4 or 1/3		
MAT 209 or 208	4		
Foreign Language	3		
Sub-total	17		

NOTES: For (transfer) students who have taken one or more of the 400-level EDU courses, the field placement course EDE 443 is required with the other 400-level EDU courses not yet completed. Elementary Education majors may enroll in these courses in the fall or spring semester prior to student teaching.

Total Number of Semester Hours Required for the Degree: 129

Recommended Course Sequence for the B. S. with a Major in Special Education: Learning Disabilities/Elementary Education

By employing the concept that the teacher is a builder of knowledge, values, and community, the mission of the Department of Special Education is to produce teacher candidates who possess a Christian commitment and are skilled in pedagogy, content knowledge, child development, and equipped with classroom management skills that all special education teachers should know and be able to do as competent and effective professionals that prepare the teachers to adapt instructional content and strategies according to the individual differences and uniqueness of special needs children.

Course Requirements: EDU 111, 195, 206, 211, 220, 260, 295, 321, 322, 330, 335, 410, 421, 440, 442, EDS 435, 436, 443, 460, EDS 484/EDE 495, PSY 205, MAT 208, 209.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
BIO 101 or 102	4	HIS 201 or 202	3
ENG 101	3	ENG 205 or 206	3
SPE 102	3	REL 305	3
MAT 101	3	EDU 211	3
EDU 111/195 or PSY 101	3/1 or 3	EDU 330	4
FYE 101	1	KIN 135	2
Sub-total	17-18	Sub-total	18
Second Semester		Sixth Semester	
PSC 101 or CHE 101	4	EDU 321	3
ENG 102	3	EDU 322	3
EDU 111/195 or PSY 101	3/1 or 3	EDU 335	3
Mat 208 or 209	4	EDS 435	3
SOC 101 or EDU 220	3	EDS 460	3
Sub-total	17-18	HIS 111 or 112	3
		Sub-total	18
Third Semester		Seventh Semester	
REL 105	3	EDU 410	3
AST 101/111 or		EDU 421	3
EDU 295/PSY 205	4 or 1/3	EDS 436	3
Foreign Language	5	EDU 440	3
EDU 220 or SOC 101	3	EDU 442	3
Sub-total	15	EDS 443	3
		Sub-total	18
Fourth Semester		Eighth Semester	
EDU 206	3	EDS 484/EDE 495	12
EDU 260	3	Split Placement for Student Teaching	
FA 200	3	Sub-total	12
AST 102/112 or			
EDU 295/PSY 205	4 or 1/3		
MAT 208 or 209	4		
Sub-total	17		

NOTES: For (transfer) students who have taken one or more of the 400-level EDU courses, the field placement course EDS 443 is required with the other 400-level EDU courses not yet completed. Special Education/ Elementary Education majors may enroll in these courses in the fall or spring semester prior to student teaching.

Total Number of Semester Hours Required for the Degree: 134

Recommended Course Sequence for the B.S. with a Major in Mathematics

The mission of the BS in Mathematics is to educate students in the traditional mathematical disciplines (e.g. calculus, discrete methods, probability and statistical theory and methods, linear programming, linear and abstract algebra, etc.) so that students will be prepared to 1) pursue a graduate degree, or 2) enter a career in mathematics. The BS in Mathematics is distinct from the BS in Secondary Education Mathematics in that the course of study requires a capstone course in which the student will apply mathematical knowledge in an independent research project. The Mathematics degree is designed for students with a strong commitment to applying mathematical knowledge in a career.

Course Requirements: 45-46 hours including MAT 140, PHY 151, CHE 111. Major: 41 hours including MAT 160, 190, 215, 240, 270, 290, 340, 380, 390, 420, 430, 496, Math Elective. Cognate: 4 hours CIS 202. Electives: 37-38 hours

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	CIS 202	4
MAT 140	4	MAT 340	3
CHE 111 or PHY 151	4-5	FA 200	3
Elective	3	KIN 135	2
FYE 101	1	REL 105	3
Sub-total	15-16	Sub-total	15
Second Semester		Sixth Semester	
ENG 102	3	MAT 380, 390	6
MAT 160, 190	7	REL 305	3
Elective	3	Electives	9
History	3	Sub-total	18
Sub-total	16	Seventh Semester	
Third Semester		MAT 420, 430	6
MAT 215, 240	7	Electives	10
CHE 111 or PHY 151	4-5	Sub-total	16
Elective	3	Eighth Semester	
Foreign Language 101	3*	MAT 496	3
Sub-total	17-18	MAT Elective	3
Fourth Semester		Electives	9-10*
MAT 270, 290	6	Sub-total	15-16
Social Science	3		
Speech	3		
Foreign Language 102	3*		
Sub-total	15		

*If 6 hours of foreign language are taken, student will need 9 hours of electives. If 5 hours of foreign language are taken, student will need 10 hours of electives.

Recommended Course Sequence for the B.S. with a Major in Mathematics: Secondary Education

By employing the concept that the teacher is a builder of knowledge, values, and community, the mission of the Department of Secondary Education & K-12 Studies is to produce teacher candidates who possess a Christian commitment and are skilled in pedagogy, content knowledge, and adolescent development strategies. Graduates will also be equipped with classroom management skills that all secondary school teachers should know and be able to do as competent and effective professionals.

The mission of the BS in Mathematics: Secondary Education is to educate students in the traditional mathematical disciplines (e.g. calculus, discrete methods, probability and statistical theory and methods, linear programming, linear and abstract algebra, etc.) and instructional strategies and practices so that students will be better prepared to secure employment as a teacher in a secondary school. The BS in Mathematics: Secondary Education is distinct from the BS in Mathematics in that the course of study requires a significant number of education courses and student teaching. The Mathematics: Secondary Education degree is designed for students with a strong commitment to teaching in secondary schools.

Course Requirements: General Education: 45-46 hours including MAT 140, PHY 151, CHE III. Major: 41 hours including MAT 160, 190, 215, 240, 270, 290, 320, 340, 380, 390, 420, 430, 497. Education: 35 hours including EDU III, 195, 206, 220, 251, 295, 411, 451, 452, 496. Cognate: 4 hours PSY 205; Electives: 3-4 hours.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
ENG 101	3	History	3
MAT 140	4	MAT 340, 320	6
CHE III or PHY 151	4-5	KIN 135	2
PSY 101	3	REL 105	3
FYE 101	1	Foreign Language	3*
Sub-total	15-16	Sub-total	17
Second Semester		Sixth Semester	
ENG 102	3	MAT 380, 390	6
MAT 160, 190	7	EDU 206, 452	6
EDU III/195	4	REL 305	3
EDU 220	3	Foreign Language	3*
Sub-total	17	Sub-total	18
Third Semester		Seventh Semester	
MAT 215, 240	7	MAT 420, 430, 497	9
CHE III or PHY 151	4-5	FA 200	3
PSY 205 and EDU 295	4	EDU 451	3
Sub-total	15-16	Electives	0-1*
		Sub-total	15-16
Fourth Semester		Eighth Semester	
MAT 270, 290	6	EDU 496	12
EDU 211	3	Sub-total	12
EDU 251	3		
SPE 102	3		
Electives	3		
Sub-total	18		

If 6 hours of foreign language are taken, student will need 9 hours of electives. If 5 hours of foreign language are taken, student will need 10 hours of electives.

Total Number of Semester Hours Required for the Degree: 128 hours

Recommended Course Sequence for the B.S. with a
 Major in Kinesiology

The mission of the Anderson University Kinesiology Department is to offer students the opportunity to successfully prepare themselves for a career in either the health and fitness profession or graduate studies. A secondary purpose of the program is to convey to all students the importance of lifetime wellness.

Course Requirements: KIN 132, 135, 227, 260, 289, 301, 310, 340, 365, 389, 401, 440. BIO 150, 201, 202 CHE 101, MAT 107, 108, PHY 151, Electives (12 hours) to be selected from KIN 210, 211, 212, 321, 335, 470, 475, 480, 490, 492, or 498.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
MAT 107	3	Foreign Language	5
ENG 101	3	KIN 301	3
KIN 132	3	KIN 310	3
BIO 150	4	KIN 389	3
Social Science	3	Subtotal	14
FYE 101	1		
Subtotal	17	Sixth Semester	
		Electives	7
Second Semester		KIN 340	3
MAT 108	3	KIN 365	3
CHE 101	4	KIN 401	3
ENG 102	3	Subtotal	16
KIN 135	2		
Electives	5	Seventh Semester	
Subtotal	17	Literature	3
		KIN 440	3
Third Semester		KIN Electives	6
BIO 201	4	REL 105	3
PHY 151	4	Subtotal	15
KIN 260	3		
KIN 227	3	Eighth Semester	
KIN 289	3	KIN Electives	6
Subtotal	17	REL 305	3
		Electives	8
Fourth Semester		Subtotal	16
History	3		
Speech	3		
BIO 202	4		
Fine Arts	3		
Elective	3		
Subtotal	16		

Recommended Course Sequence for the B.S. with a Major in Physical Education

Anderson University's physical education program seeks to prepare teacher candidates to conduct quality physical education programs in schools for students in grades PreK-12. The undergraduate objectives are designed to give focus to professional preparation in a Christian environment to aspiring teachers, preparing them to teach effectively in the motor, cognitive, affective, and health-related domains while meeting individual learning needs of all students. By majoring in physical education, students who also desire to teach and become athletic coaches will be more prepared to demonstrate the skills to manage practices, assess player and team performance, as well as teach the sport skills, tactics and strategies more effectively.

Course Requirements: KIN 132, 135, 260, 301, 321, 340, BIO 201, PE 220, 231, 232, 263, 323, 324, 333, 334, 383, 384, 403, EDU 111, 195, 211, 295, 495, PSY 205. Certification in First Aid / CPR is required in order to student teach.

First Semester	Sem. Hr.	Fifth Semester	Sem. Hr.
FYE 101	1	Foreign Language (131)	5
ENG 101	3	PE 323	3
PSY 101	3	PE 324	3
MAT 101/or higher	3	FA 200	3
KIN 132	3	Elective	3
EDU 220	3	Subtotal	17
Subtotal	16		
		Sixth Semester	
Second Semester		CHE 101, 111, PSC 101, PHY 101. .	4
SPE 102	3	PE 263	3
EDU 111 & 195	3/1	KIN 321	3
BIO 150	4	PE 333 & 334	3/1
ENG 102	3	REL 305	3
MAT 108	3	Subtotal	17
Subtotal	17		
		Seventh Semester	
Third Semester		International St. or Eng 205, 206. .	3
PE 231	3	KIN 301	3
KIN 260	3	PE 383 & 384	3/1
PE 220	3	PE 403	3
BIO 201	4	EDU 211	3
PSY 205 & EDU 295	3/1	Subtotal	16
Subtotal	17		
		Eighth Semester	
Fourth Semester		EDU 495	12
KIN 135	2	Split Placement for Student Teaching	
PE 232	3	Subtotal	12
SOC 101	3		
KIN 340	3		
History	3		
REL 105	3		
Subtotal	17		

Total Number of Semester Hours Required for the Degree: 129

Recommended Course Sequence for the B.S. with a Major in Pre-Engineering

The mission of the Pre-Engineering major at Anderson University is to provide students a foundational understanding of Engineering principles in order to prepare them for transfer to Clemson University, where they will complete their Engineering degree.

This major is a "3 +" (Dual-Degree) program in association with Clemson. Students will complete the requirements for three academic years at Anderson University, including the General Education courses, and will then transfer to Clemson for the remaining courses to satisfy the requirements for the Engineering major. Clemson recommends that the prospective student attend summer school at Clemson following the Junior year at AU. Upon completion of this program, the student will receive an engineering degree from Clemson and a Bachelor of Science in Pre-Engineering degree from AU.

Students participating in this program must complete a form entitled, "Intention to Pursue the Dual-Degree Program at Clemson University" and send it to the Associate Dean of Engineering in the College of Engineering at Clemson University. Formal application for admission to Clemson University should be made during the Fall semester of the third year at AU. Students completing the program should apply for graduation at both institutions.

The sequence below is suggested based on the general requirements of the Engineering degrees at Clemson. Students should consult the specific requirements of their chosen Engineering major at Clemson in order to determine the best course of study at Anderson University.

Course Requirements: MAT 140 fulfills the General Education requirement for MAT. Other courses in this major beyond General Education are MAT 190, 240, 290, PHY 201, 202, CHE 111, 112, 113, 114, BIO 200, CIS 120, 202, EG 101, BUS 301 and a 200-level literature course. In addition, students must complete a Social Science Elective and a Social Science or Humanities Elective which meets Clemson's General Education requirements.



Recommended Course Sequence for the B.S. with a Major in Pre-Engineering (*cont'd*)

First Semester	Sem. Hr.	Fourth Semester	Sem. Hr.
ENG 101	3	MAT 290	3
MAT 140	4	SPE 102	3
Foreign Language 131	5	CHE 112/114	5
CIS 120	3	History	3
FYE 101	1	Elective	3
KIN 135	2	Sub-total	17
Language Lab.	0		
Sub-total	16		
		Fifth Semester	
Second Semester		Directed Electives	4
ENG 102	3	BIO 200	3
MAT 190	4	Literature	3
PHY 201	4	Social Science	3
EG 101	2	CIS 202	4
REL 105	3	Sub-total	17
Sub-total	16		
		Sixth Semester	
Third Semester		Directed or Free Electives	7
MAT 240	4	Hum. or Social Sci. Elective	3
PHY 202	4	REL 305	3
CHE 111/113	5	FA 200	3
KIN 135	2	Sub-total	16
BUS 301	3		
Sub-total	18		

Clemson's Science and Technology Requirement is met through BIO 200.

Directed Electives include CHE 201/203, 202/204, CIS 203, MAT 108, 215, MGT 341. These are courses designed to prepare the students for particular Engineering majors at Clemson, but they are not required for all Engineering majors. Courses should be selected in consultation with the Clemson Engineering catalog.

Students who cannot enter AU with placement into MAT 140 may not be able to fulfill the AU coursework within 3 years.

Clemson's Cross-Cultural Awareness Requirement can be met through the following courses: ANT 101, GEO 102, HIS 111, HIS 112, REL 330

Total Number of Semester Hours Required for the degree is determined by the Engineering degree offered through Clemson.

Recommended Course Sequence for the Bachelor of Music Degree

The Bachelor of Music degree is designed for students who primarily wish to focus their career on performance. Graduates may also seek graduate degrees or become private teachers. The program provides the best possible applied lessons, offers peripheral opportunities in performance, establishes teaching methods, and offers a strong music curriculum leading to advanced study.

Keyboard or Instrumental Performance

Course Requirements: Major Applied Area (16 hrs.), Minor Applied Area (2 hrs.), Primary Ensemble (8 hrs.), Secondary Ensemble (4hrs.), MUS 090 (7 semesters), 205, 316, 317, MUT 101, 103, 201, 203, 301, 303, 408, MUH one of 210-213, appropriate literature 326 or 327 or 410, 370, 371, Recitals, 300, 400. Other courses include the general education requirements of the college. All music majors are required to comply with the policies and procedures itemized in The Music Handbook edition under which they entered or are graduating.

First Semester	Sem. Hr.
Primary Applied (2), Sec. Applied (1)	3
Primary Ensemble	1
MUS 090, MUT 101	3
ENG 101	3
MAT 101 or Higher	3
FYE 101	1
Natural Science	3
Sub-total	17

Second Semester	
Primary Applied (2), Sec. Applied (1)	3
Primary Ensemble	1
MUS 090, MUT 103	3
ENG 102	3
HIS 111, 112, 201, or 202	3
Natural Science (Lab)	4
Sub-total	17

Third Semester	
Primary Applied	2
Primary Ensemble	1
Secondary Ensemble	1
MUS 090, 317, MUT 201	5
MUS 205, one of 210-213	5
SPE 102 or COM 201	3
Sub-total	17

Fourth Semester	
Primary Applied	2
Primary Ensemble	1
Secondary Ensemble	1
MUS 090, MUT 203, MUH 371	6
FA 200	3
Non-Music Elective	3
Sub-total	16

Fifth Semester	Sem. Hr.
Primary Applied	2
Primary Ensemble	1
Secondary Ensemble	1
MUS 090, MUT 301, MUH 370	6
Foreign Language 101	3
Non-Music Elective	3
Sub-total	16

Sixth Semester	
Primary Applied	2
Primary Ensemble	1
Secondary Ensemble	1
MUS 090, MUR 300, MUT 303	3
Foreign Language 102	3
REL 105	3
Non-Music Elective	3
Sub-total	16

Seventh Semester	
Primary Applied	2
MUH 326 or 327 or 410	3
Primary Ensemble	1
MUS 090	0
Non-Music Elective	3
REL 305	3
Social Science	3
Sub-total	15

Eighth Semester	
Primary Applied	2
Primary Ensemble	1
MUR 400, MUS 316, MUT 408	5
Non-Music Electives	4-6
KIN 135	2
Sub-total	14-16

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the Bachelor of Music Degree

Vocal Performance

Course Requirements: Major Applied Area (16 hrs.), Minor Applied Area (2 hrs.), Primary Ensemble (8 hrs.), Secondary Ensemble (2hrs.), MUS 090 (7 semesters), 118, 136 (2 hrs.), 205, 315, 317, 318, MUT 101, 103, 201, 203, 301, 303, 408, MUH one of 210-213, 370, 371, Recitals: MUR 300, 400. Other courses include the general education requirements of the college. All music majors are required to comply with the policies and procedures itemized in The Music Handbook edition under which they entered or are graduating.

First Semester	Sem. Hr.
Primary Applied (2), Sec. Applied (1)	.3
Primary Ensemble	.1
MUS 090, MUT 101	3
ENG 101	3
MAT 101 or Higher	3
FYE 101	.1
Natural Science	3
Sub-total.	17

Second Semester	
Primary Applied (2), Sec. Applied (1)	.3
Primary Ensemble	.1
MUS 090, MUT 103	3
ENG 102	3
HIS 111, 112, 201, 202	3
Natural Science (Lab)	4
Sub-total.	17

Third Semester	
Primary Applied	2
Primary Ensemble	.1
Secondary Ensemble	.1
MUS 090, 118, 205, MUT 201,	
MUH one of 210-213	9
SPE 102 or COM 201	3
Sub-total.	16

Fourth Semester	
Primary Applied	2
Primary Ensemble	.1
Secondary Ensemble	.1
MUS 090, 318, MUT 203,	
MUH 371	7
FA 200	3
Non-Music Elective	3
Sub-total.	17

Fifth Semester	Sem. Hr.
Primary Applied	2
Primary Ensemble	.1
MUS 090, MUT 301, MUH 370	6
Foreign Language 101	3
Non-Music Elective	3
MUS 315	2
Sub-total.	17

Sixth Semester	
Primary Applied	2
Primary Ensemble	.1
MUS 090, MUR 300, MUT 303	3
Foreign Language 102	3
REL 105	3
Non-Music Elective	3
Sub-total.	15

Seventh Semester	
Primary Applied	2
Primary Ensemble	.1
MUS 136	.1
MUS 090	0
REL 305	3
Social Science	3
KIN 135	2
Non-Music Elective	3
Sub-total.	15

Eighth Semester	
Primary Applied	2
Primary Ensemble	.1
MUS 136, MUH 325	3
MUS 317, MUR 400, MUT 408	4
Non-Music Electives	4-6
Sub-total.	14

Total Number of Semester Hours Required for the Degree: 128

Recommended Course Sequence for the Bachelor of Music Education Degree

The Bachelor of Music Education program is designed to prepare pre-service music students to become leaders in their chosen music profession specialty, by exemplifying excellence in teaching, musicianship, and professional disposition. The degree program is designed to prepare for certification to teach K-12 choral or instrumental music in South Carolina. The BME program also prepares students for continued study in graduate school or seminary, and professional service including private studio teaching and church music ministry.



Instrumental Track

Course Requirements: Applied Music – Principal Instrument: 12 hours; Applied Music Minor: 3 hours Music Ensembles: 7 hours minimum of Primary Ensemble; MUS 090 (7 semesters), 111, 205, 317, 417; MUT 101, 103, 201, 203, 301, 304 or MUP 123-A; MUH 210 (or 211 or 212 or 213), 370, 371; MUR 300; MUE 114, 115, 116, 117, 314, 416; Professional Education: EDU 111, 195, 206, 295, 395B, 411, 495. All music majors are required to comply with the policies and procedures itemized in The Music Handbook edition under which they entered or are graduating. Additional degree requirements explained in The Music Handbook include the keyboard proficiency exam and junior recital. The Music Handbook is considered an extension of the college catalog.

First Semester	Sem. Hr.
Primary Applied.	2
Secondary Applied.	1
Primary Ensemble	1
MUS 090, MUT 101	3
ENG 101	3
MAT 101 or Higher	3
FYE 101	1
Natural Science	3
Sub-total.	17

Second Semester	
Primary Applied.	2
Secondary Applied.	1
Primary Ensemble	1
MUS 090, MUT 103	3
ENG 102.	3
HIS 111, 112, 201, or 202.	3
Natural Science (Lab).	4
Sub-total.	17

Third Semester	
Primary Applied.	2
Secondary Applied.	1
Primary Ensemble	1
MUS 090, 111, MUT 201, MUH 210 or 211 or 212 or 213	7
MUE 114/115/116/117	2
EDU 111	3
EDU 195	1
Sub-total.	17

Fourth Semester	
Primary Applied.	2
Primary Ensemble	1
MUS 090, MUT 203, MUH 371.	6
MUE 114/115/116/117	2
EDU 295.	1
SPE 102	3
EDU 211	3
Sub-total.	18

Fifth Semester	Sem. Hr.
Primary Applied.	2
Primary Ensemble	1
MUS 090, MUT 301, MUH 370, MUS 317	8
MUE 114/115/116/117	2
Foreign Language 101.	3
EDU 206	3
Sub-total.	19

Sixth Semester	
Primary Applied.	2
Primary Ensemble	1
MUS 090, MUR 300, MUS 417, MUT 304 or MUP 123-A.	3
MUE 114/115/116/117 and 314	5
EDU 395-B.	1
Foreign Language 102.	3
REL 105	3
Sub-total.	18

Seventh Semester	
Primary Ensemble	1
MUS 090	0
MUE 416.	3
MUS 205	2
REL 305	3
KIN 135	2
FA 200	3
Social Science	3
Sub-total.	17

Eighth Semester	
EDU 495 or 496	12
Sub-total.	12

Total Number of Semester Hours Required for the Degree: 134-136

Vocal/Choral Track

Course Requirements: Applied Music Principal Voice or Piano: 12 hours. Applied Music Secondary Voice or Piano: 4 hours. Music Ensembles: 7 hours minimum of Primary Ensemble; Music Classes: MUS 090 (7 semesters), 118, 205, 315, 317, 318, 417; MUT 101, 103, 201, 203, 301, 304 or MUP 123-A; MUH 210 (or 211 or 212 or 213), 370, 371; MUR 300; Music Education Classes: MUE 112, 113, 314, 416; Professional Education: EDU 111, 195, 206, 295, 395B, 411, 495. All music majors are required to comply with the policies and procedures itemized in The Music Handbook edition under which they entered or are graduating. Additional degree requirements explained in The Music Handbook include the keyboard proficiency exam and junior recital. The Music Handbook is considered an extension of the college catalog.

First Semester	Sem. Hr.
Primary Applied.	2
Secondary Applied	1
Primary Ensemble	1
MUS 090, MUT 101	3
ENG 101	3
MAT 101 or Higher	3
FYE 101	1
Natural Science	3
Sub-Total	17

Second Semester	
Primary Applied.	2
Secondary Applied	1
Primary Ensemble	1
MUS 090, MUT 103	3
ENG 102	3
HIS 111, 112, 201, or 202	3
Natural Science (Lab).	4
Sub-Total	17

Third Semester	
Primary Applied.	2
Secondary Applied	1
Primary Ensemble	1
MUS 090, 118, MUT 201, MUH 210 or 211 or 212 or 213.	7
MUE 112	2
EDU 111	3
EDU 195	1
Sub-Total	17

Fourth Semester	
Primary Applied.	2
Secondary Applied	1
Primary Ensemble	1
MUS 090, 318, MUT 203	4
MUE 113	2
EDU 295	1
EDU 211	3
SPE 102	3
Sub-Total	17

Fifth Semester	Sem. Hr.
Primary Applied.	2
Primary Ensemble	1
MUS 090, 315, 317, MUT 301, MUH 370,	10
EDU 206	3
Foreign Language 101	3
Sub-Total	19

Sixth Semester	
Primary Applied.	2
Primary Ensemble	1
MUS 090, 417.	2
MUE 314, MUH 371.	6
MUR 300	0
EDU 395-B.	1
Foreign Language 102.	3
REL 105	3
Sub-Total	18

Seventh Semester	
Primary Ensemble	1
MUS 090, 205, MUT 304 or MUP 123-A	3
MUE 416.	3
FA 200	3
KIN 135	2
REL 305	3
Social Science	3
Sub-Total	18

Eighth Semester	
EDU 495 or 496	12
Sub-Total	12

Total Number of Semester Hours Required for the Degree: 134-136

Bachelor of Business Administration Degree

(120 hours)

Mission Statement: The Bachelor of Business Administration degree prepares graduates, in a non-traditional environment, with the basic tools necessary to achieve success in an ever-changing business environment. This is enhanced by a curriculum with challenging core courses in basic business knowledge and applications, enhanced by upper-level electives or concentration specific courses. The degree is designed to allow graduates to satisfy goals such as professional development, career advancement, personal growth, or job mobility.

Requirements for Admission: In order to be admitted, applicants must be classified as adult students and must have had a minimum of three years of significant full-time employment, that is, in a position normally considered to be a career-track managerial, supervisory, or other professional position requiring specialized skill and knowledge.

Admission into program: All BBA students are admitted initially as pre-business students. After successful completion of three core courses (ACC 202, ECO 211, MGT 341) and a fourth specialized course (MAT 113 for the BBA or CIS 203 for the BBA/CIS concentration or HSM 110 for the BBA/HSM concentration) with a minimum 2.5 GPA, students can apply for full acceptance into the major. Should a student receive transfer credit for one of the above courses, another approved course may be substituted.

GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours)

Speech (3 hours)

Mathematics (3 hours): MAT 113

AREAS OF INQUIRY

Humanities: Religion/Ethics (6 hours): REL 105 and 305

Humanities/Fine Arts (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (3 hours)

Additional Requirements in Humanities/Fine Arts and Social/Behavioral Sciences (9 hours)

BUSINESS CORE (39 hours)

ACC 201, 202; BUS 230, 351 (or MGT 410), 401, 490; CIS 120, 352; ECO 211, 212; FIN 310; MGT 341; MKT 331

BUSINESS ELECTIVES (24 hours)

Selected from courses numbered 300 and above in Accounting, Business, Computer Information Systems, Economics, Finance, Management, and Marketing.

GENERAL ELECTIVES (21 hours)

Selected from any discipline in the Anderson University curriculum or can be any courses normally accepted in transfer.

Bachelor of Business Administration Degree Computer Information Systems Concentration

(120 hours)

GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours)

Speech (3 hours)

Mathematics (3 hours): MAT 113

AREAS OF INQUIRY

Humanities: Religion/Ethics (6 hours): REL 105 and 305

Humanities/Fine Arts (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (3 hours)

Additional Requirements in Humanities/Fine Arts and Social/Behavioral Sciences (9 hours)

BUSINESS CORE (39 hours)

ACC 201, 202; BUS 230, 351 (or MGT 410), 401, 490; CIS 120, 352; ECO 211, 212;
FIN 310; MGT 341; MKT 331

CONCENTRATION SPECIFIC REQUIREMENTS (24 hours)

CIS 202, 203, 310, 330, 490, two CIS electives

GENERAL ELECTIVES (15 hours)

Selected from any discipline in the Anderson University curriculum or can be any courses normally accepted in transfer.

Bachelor of Business Administration Degree Health Services Management Concentration

(120 hours)

GENERAL EDUCATION REQUIREMENTS (36 hours)

SKILLS

Communication (6 hours)

Speech (3 hours)

Mathematics (3 hours): MAT 113

AREAS OF INQUIRY

Humanities: Religion/Ethics (6 hours): REL 105 and 305

Humanities/Fine Arts (3 hours)

Natural Sciences (3 hours)

Social/Behavioral Sciences (3 hours)

Additional Requirements in Humanities/Fine Arts and Social/Behavioral Sciences (9 hours)

BUSINESS CORE (39 hours)

ACC 201, 202; BUS 230, BUS 351 (or MGT 410), 401, 490; CIS 120, 352; ECO 211, 212; FIN 310; MGT 341; MKT 331

CONCENTRATION SPECIFIC REQUIREMENTS (24 hours)

HSM 110, 120, 220, 310, 320, 410, two HSM electives

GENERAL ELECTIVES (21 hours)

Selected from any discipline in the Anderson University curriculum or can be any courses normally accepted in transfer

Bachelor of Criminal Justice Degree

(123 hours)

The Bachelor of Criminal Justice (BCJ) Degree is designed for mid-career working adults who seek careers in the criminal justice field. The program requires completion of coursework in CRJ, usually from a community/technical college program or other accredited institution. In order to be admitted, applicants must be classified as adult students and present evidence of appropriate preliminary study in the field.

GENERAL EDUCATION REQUIREMENTS (42 hours)**SKILLS**

Communication (6 hours): ENG 101 and 102

Speech (3 hours): Selected from SPE 102 or COM 251

Mathematics (3 hours): MAT 108

AREAS OF INQUIRY

Humanities: Religion/Ethics (6 hours): REL 105, 305

Humanities/Fine Arts (3 hours)

Courses may be selected from: Literature, Foreign Language, Music, Theatre, Art, Philosophy, or History

Social Science (18 hours): PSY 101, 205; SOC 101, 202; PS 101, 102

Natural Sciences (3 hours)

CRIMINAL JUSTICE MAJOR REQUIREMENTS (39 hours)

CIS 120; BUS 301; SOC 310; CRJ 301, 310, 350, 490; plus 15 hours of upper level courses in PSY, SOC, PS, CRJ

CRIMINAL JUSTICE PREPARATORY REQUIREMENTS (33 hours)**ELECTIVES (12 hours)****Bachelor of Human Services & Resources Degree**

(120 hours)

Requirements for Admission: The Bachelor of Human Services and Resources (BHSR) degree is designed for mid-career working adults who wish to prepare themselves for a variety of careers in human services and resources, including, but not limited to, human resources management, management of charitable organizations, counseling, customer relations, public relations, social work, government service, hospitality industry service, law enforcement, and health care delivery and management. In order to be admitted to this program, applicants must be classified as adult students.

The degree provides preparation for anyone who intends to pursue a career in any service business or industry. The BHSR degree also provides a background for graduate study in business, psychology, theology, social work, library science, counseling, and other related service oriented fields.

GENERAL EDUCATION REQUIREMENTS (39 hours)

SKILLS

Communication (6 hours)

Speech (3 hours)

Mathematics (6 hours): MAT 108 and 109

(students must have successfully completed MAT 101 before enrolling in either of these courses or must have earned an acceptable score on a math placement test)

AREAS OF INQUIRY

Humanities: Religion/Ethics (6 hours)

Humanities/Fine Arts (3 hours)

Selected from: Art, Foreign Language, History, Literature, Music, Philosophy, Theatre

Natural Sciences (3 hours) – a 4-hour course in a natural science will meet this requirement

Additional Requirements in Humanities/Fine Arts and Social/Behavioral Sciences (12 hours)

Selected from: Economics, Foreign Language, Literature, Music, Philosophy, Political Science, Psychology, Sociology, and Theatre.

HUMAN SERVICES AND RESOURCES CORE (39 hours)

BUS 301, 490; CIS 120; MGT 341, 343, 469, 441 or PSY 318; PSY 205, 301, 316, 350, 375, SOC 202 or 303.

SPECIFIED ELECTIVES (21 hours)

Selected from courses numbered 300 and above in ACC, BUS, CIS, ECO, FIN, HS, MGT, MKT, PSY, and SOC.

GENERAL ELECTIVES (21 hours)

Selected from any discipline in the Anderson University curriculum or can be any courses normally accepted in transfer.

Bachelor of Science Degree in Early Childhood/Elementary Education (133 hours)

The Bachelor of Science Degree in Early Childhood/Elementary Education evening program is specifically designed for working adults who wish to become teachers and need the availability of evening classes to meet most of their education needs. The curriculum includes an intensive course selection that will focus on teaching methods and techniques used in an early childhood/elementary setting. Included are such skills as managing the classroom, understanding diversity, working with the exceptional child, and creating a positive classroom environment. ACCEL EDU courses may be taken as part of pursuing the Bachelor of Science degree in Education or taken as individual courses to satisfy re-certification or add-on requirements. The University offers a five-term course rotation schedule so that all classes will be offered at least once over the course of one year. Some courses will be offered more than once. Once the individual has graduated and passed the required state exams, he/she will be certified to teach in an early childhood or elementary setting.

The College of Education offers two education degree tracks in ACCEL. One can lead to teacher certification, and the other does not. Most students are in the certification track. Students in the certification track can take all General Education and most Education courses as an ACCEL evening student, but during the last part of the program you must become a traditional day student in order to get the required 100 hours of field experience and the 70 days of student teaching.

GENERAL EDUCATION REQUIREMENTS (59 hours)

SKILLS

Communication (9 hours): ENG 101 and 102; 205 or 206

Speech (3 hours): SPE 102

Math (3 hours): MAT 101

Foreign Language (6 hours): SPA 101 & 102

Healthy Lifestyle (2 hours): KIN 135

AREAS OF INQUIRY

Humanities: Religion/Ethics (6 hours): REL 105, 305

Humanities/Fine Arts (9 hours): FA 200; HIS 201 or 202; HIS 111 or 112

Social Science (6 hours): PSY 101; SOC 101

Natural Science (12 hours): AST 101; BIO 101; and CHE 101 or PSC 101

Elective (3 hours)

PROFESSIONAL COURSE REQUIREMENTS (47 hours)

EDU 111, EDU 201, EDU 206, EDU 211, EDU 260, EDU 220, EDU 321, EDU 322, EDU 330, EDU 335, EDC 350, EDC 355, PSY 205, MAT 208, MAT 209

PROFESSIONAL FIELD EXPERIENCES AS A TRADITIONAL STUDENT (27 hours)

EDU 410, EDU 421, EDU 440, EDU 442, EDC 443, EDE 495



Requirements for Minors

Course requirements for the **Minor in Art**: ART 105, 106; two courses chosen from ART 221, 241, 242, 243, 261, 262, 264, 362, 363, 271, 321 or 371; one course chosen from ART 321, 323, 341 or 342; one course chosen from ART 231, 232, 331, 333 or 433. Total semester hours: 18

Courses required for a **Minor in Business**: ACC 201, 202, CIS 120, ECO 200, MGT 341, MKT 331. Total semester hours: 18

Course requirements for the **Minor in Chemistry**: CHE 111, CHE 112, CHE 201, CHE 202, CHE 203, CHE 310. Total semester hours: 22

Course requirements for a **Minor in Christian Ministries**: REL 151, 152, 201, 203, 251, 290, 350, 390, 491, and any one REL 300/400 elective. Total semester hours: 18.

Course requirements for the **Minor in Computer Information Systems**: CIS 120, 202, 203, 310; two courses chosen from CIS 330, 352, 490, 492, 494. Total semester hours: 20

Course requirements for the **Minor in English**: Two courses from ENG 200 level; four courses chosen from ENG 300/400 level. Total semester hours: 18

Courses required for the **Minor in Kinesiology**: BIO 201, KIN 301, 340, 365, and two additional courses chosen from KIN 260 and 300/400 level KIN courses. Total semester hours: 19

Courses required for the **Minor in History**: Two courses chosen from HIS 111, 112, 201, 202 (in addition to the 3 credit General Education requirement in History); HIS 295; and, three courses chosen from the HIS 300/400 level. Total credit hours in addition to the General Education requirement for the minor: 18. History minors who take advantage of the Study Abroad program may credit a maximum of six semester hours of history taken at a foreign institution toward meeting the requirements of a B.A. degree from Anderson University. History minors in the Study Abroad program must take at least one 300/400 level course at Anderson University.

Course requirements for the **Minor in Mathematics**: MAT 140, 160, 190, and 215; two courses chosen from: MAT 240, 270, 340, 380, 390, 420, or 430. Total hours: 20-21

Course requirements for a **Minor in Media Studies**: COM 101, 211, 301, 402, 403; and one course from COM 111, 251. Total semester hours: 18.

Course requirements for the **Minor in Music**: MUT 101 and MUH 210; 2 SH of applied music on the same instrument; 4 SH of primary ensemble as required for your instrument; 6 SH chosen from MUT 103, 201, 203; MUS 205, 206; MUC 320, 321, 324; MUH 370, 371 or 410. At least one course in this group must be from the 300/400/ level. Four semesters of MUS 090. Total semester hours: 18.

Course requirements for the **Minor in Psychology**: PSY 101, 201, 205, and four additional PSY electives. Total semester hours: 19

Course requirements for a **Minor in Public Relations**: COM 111, 320, 321, ENG 301; one course from ENG 332, 431; and one course from MKT 331, COM 495. Total semester hours: 18.

Course requirements for a **Minor in Religion**: REL 201 and 203; five courses chosen from REL 300/400 level - excluding REL 490. Christian Ministries majors may not receive this minor. Total semester hours: 19.

Course requirements for a **Minor in Sociology**: SOC 101 and 202; four courses (one of which must be SOC 303 or SOC 310): SOC 301/PSY 301, SOC 303, 310, 320, 330, 398. Total semester hours: 18

Courses required for the **Minor in Spanish**: SPA 305; five courses chosen from SPA 201 and above - excluding SPA 310 and 410. Total semester hours: 18

Course requirements for the **Minor in Theatre**: Nine - 12 hours chosen from THE 101, 120, 130, 201, 212, 301; 6 - 9 hours chosen from THE 210, 220, 222, or 340. Total semester hours: 18

Course requirements for a **Minor in Writing**: ENG 301, 322; two courses from ENG 315, 316, 415, 416; and two courses from COM 111, 311, ENG 431, 490. Total semester hours: 18.



Academic Courses



College of Adult and Professional Studies

W. David Shirley, Sr., Ph.D.

Dean of the College of Adult and Professional Studies

231-6946 or dshirley@andersonuniversity.edu

Mary Addison, Administrative Assistant to the Academic Program

Amy Cromer, Advisor for Accelerated Program

Claudia Boles, Advisor for Accelerated Program

Office of Evening Admissions and Financial Aid

864-231-2020

ACCEL@andersonuniversity.edu

Kevin Woods, Director of Evening Admissions and Financial Aid

Kathy Kay, Associate Director of Evening Admissions and Financial Aid

Michelle Lodato, Office Manager of Evening Admissions and Financial Aid

College Mission Statement

The Adults' College Choice for Exceptional Learning (ACCEL) program at Anderson University offers adults the opportunity to earn a bachelor's degree by providing quality, affordable academic programs at the undergraduate level. The program, which is presented in an accelerated format in the evening, is committed to providing an excellent education in a nurturing, Christian environment and allows most students the potential to graduate within four years.

Faculty

Department of Criminal Justice

George M. Ducworth, Assistant Professor of Criminal Justice

David E. Massey, Chair, Human Services and Associate Professor of Psychology

ACCEL Program for Adult Students

The Adults' College Choice for Exceptional Learning (ACCEL) program is designed for adult learners, generally individuals 25 years of age or older. Applicants younger than 25 may be considered for admission after completing the Special Circumstances procedures. The program is specifically designed for mid-career adults who wish to advance their careers by earning a bachelor's degree. Seven degree programs are available in ACCEL – Bachelor of Business Administration (BBA), Bachelor of Business Administration, Computer Information Systems Concentration (BBA-CIS), Bachelor of Business Administration, Health Services Management Concentration (BBA-HSM), Bachelor of Criminal Justice (BCJ), Bachelor of Human Services and Resources (BHSR), and Bachelor of Science, with two majors in Early Childhood Education with Elementary Education: (a) a degree leading to teacher certification; and (b) a non-teacher certification degree.

The program is offered during five eight-week terms – two during the fall, two during the spring, and one during the summer. Students who register for 30 semester hours during each of four calendar years (that is, two courses during each eight-week term for four years) have the potential to complete the degree requirements in most programs in that length of time. It is important to emphasize that classes are taught in an accelerated format. The equivalent content and requirements expected in the traditional 15-week semester are compressed into an eight-week term for the ACCEL courses. Therefore, it is essential for students to complete all assignments in a timely manner and to work at the pace prescribed in the course syllabus. Students who are successful in this structure normally exhibit good study habits, persistence, and self-discipline.

Admission to ACCEL Program

Admission procedures include the following: (1) Submit a completed application for admission or apply online at www.andersonuniversity.edu; (2) Enclose a \$25 non-refundable application fee (waived for former students and for students completing an application for admission while attending ACCEL Open House, an informational program for prospective students); (3) For students with no previous college credit or less than 24 semester hours of college credit, submit a copy of high school diploma, high school transcript, or GED (score of 250 or higher required on GED); (4) submit an official transcript from each college previously attended (cumulative GPA of 2.0 required); (5) Complete and pass a writing sample test, unless one has completed the equivalent of ENG 101 English Composition I with a grade of C or higher; (6) Take the COMPASS math placement test, unless one has successfully completed all math courses required in one's program of study. The COMPASS placement test results are used to recommend appropriate math course(s) that may be needed. Those whose last applicable math credit is over five years old may need to take the COMPASS math placement test.

Special Circumstances Admission to ACCEL Program

Prospective students under the age of 25 who (1) have a work schedule that precludes attending traditional classes, (2) are married, or (3) have dependents may submit an application for Special Circumstances. The Special Circumstances procedures include submitting an additional short application form and two letters of recommendation. The letters of recommendation should come from the prospective student's employer, if applicable, and from someone familiar with the applicant's academic background. The letters should focus on the applicant's potential to be successful in an accelerated academic program.

Conditional Admission Requirements

Students who have less than a 2.0 cumulative grade point average (GPA) on previous college courses or who have earned a score less than 250 on the GED may be admitted conditionally. Students granted conditional admission to the ACCEL Program will be required to sign an agreement stating that a GPA of at least 2.0 must be earned within the first two ACCEL terms of enrollment to remain in the ACCEL Program. Thereafter, students will come under the Satisfactory Academic Progress policy listed in the Anderson University catalog.

Financing your Education in the ACCEL programs

Anderson University offers a tuition discount for all ACCEL students, which makes them ineligible for Institutional Scholarships through Anderson University. However, ACCEL students do qualify for financial aid through federal and state funding. To apply for Federal and State Aid, students should submit the Free Application for Federal Student Aid (FAFSA) on or before the priority deadline of May 1. For a complete listing of federal and state aid, please visit our website at www.andersonuniversity.edu. Accelerated students are not awarded financial aid until they have been accepted into the ACCEL program and have pre-registered for their classes.

Outside scholarships are an excellent resource that can be used to further subsidize your education. The Internet is a good tool to use to search for scholarships. Some of the more popular websites are listed on our web page.

A Delayed Billing Program is available for students that receive tuition reimbursement through their employers. To be eligible for delayed billing, the student is required to submit a completed Company Reimbursement Form, a FAFSA form, a Master Promissory Note and an entrance interview. Once this paperwork is submitted to the Office of Evening Admissions, you will be considered for the company reimbursement program. For eligible students, the university will allow them 30 days from the date of final exams (in each session) to make payment. It is the student's responsibility to submit necessary paperwork to their company and then make payment to the university. If any account becomes delinquent after 30 days, the student will be ineligible for Delayed Billing.

Financial Responsibility Policy for ACCEL Students

After the first two nights of classes during any term, students are financially responsible for all courses in which they are enrolled. Tuition charges are not assessed if all classes are dropped prior to the third class. Financial responsibility includes, but is not limited to: tuition, book charges, fees, and fines.

Withdrawal from ACCEL Courses

Students who withdraw before the third class in a term must contact the Evening Admissions Office before the third class meeting. These students will be removed from the class roster.

Students who withdraw between the third class and the last day to withdraw must contact the Evening Admissions Office before the last day to withdraw. These students will receive a grade of "W" for the course.

Students who have excessive absences before the fifth Friday of a term will receive a grade of "W" for the course. The instructor must contact the Evening Admissions Office with the last date of attendance for students.

Students who have excessive absences after the fifth Friday of a term will receive a grade of "F" for the courses. The instructor must contact the Evening Admissions Office with the last date of attendance for students.

On-Line Education Program:

Anderson University's On-Line Education Program functions as a unit within the Office of the Dean of the College of Adult and Professional Studies. The program offers selected courses from the Anderson University curriculum and does not provide a complete on-line degree program, nor can its offerings constitute fifty per cent of any degree program offered by the institution. The program provides an alternative means by which non-traditional students can earn credit hours. These hours may be in support of a degree program offered by the institution, or taken independently of an Anderson University program of study by students who either have transient permission as a degree-seeking student from another institution, or who have declared that they are entering the program with no intent to seek a degree. Traditional students may enroll in on-line courses only with the express permission of the Dean of the College having curricular responsibility for the course involved, and also with the permission of the Dean of the College of Adult and Professional Studies.

Criminal Justice (CRJ)

301. Research Methods in Criminal Justice (3)
Principles and methods of research in criminal justice. Prerequisite: MAT 108.

310. Psychology and the Law (3)
Study of psychological principles and techniques applied to the criminal justice field; topics include repressed memories, eyewitness testimony, scientific jury selection, insanity defense, and death-qualified juries. Prerequisite: PSY 101.

350. Judicial Systems and Practices (3)
Critical analysis of the legal system with an emphasis in letting the student develop a practical understanding of the entire criminal justice system. This is a required CRJ course. Prerequisites: Required transfer courses in CRJ or PS 101 or permission of instructor.

400. Special Topics (3)
Examines timely issues and developments in the field of criminal justice. It may be repeated for credit for different topics. This is a specified elective. Prerequisites: Required transfer courses in CRJ or permission of instructor.

420. Executive Criminal Justice (3)
Designed for elected sheriffs, police chiefs, or top assistants to provide training in personnel matters, budgeting, grant writing, and media relations. This is a specified elective. Prerequisites: Required transfer courses in CRJ or permission of instructor.

490. Senior Seminar in Criminal Justice (3)
Capstone course integrating knowledge and skills to address major issues in the criminal justice field. Prerequisite: Senior standing and permission of the instructor.

Human Services (HS)

101. Introduction to Social Work and Social Services (3)
Survey of historical and philosophical dimensions of the social work profession, social problems, issues and trends, and social agencies; introduction to the professional knowledge, skills, and values necessary for generalist social work practice. Prerequisite: PSY 101 (Fall, Spring)

201. Social Welfare Policies and Services (3)
Study of historical and contemporary United States social welfare policy and programs including goals, program design and service delivery, and their relation to other social institutions and to social work; Topics include influence of social, political and economic forces, as well as implications of prejudice and discrimination, poverty and income maintenance alternatives. Prerequisite: HS 101

301. Human Behavior in the Social Environment (3)
Study of human development and behavior across the lifespan with emphasis on inter-relationships among human biological, social, psychological, and cultural systems that are relevant to the assessment of social functioning; interactions among individuals, families, groups, institutions, organizations, and communities are examined in larger socio-cultural environments. Prerequisite: HS 101

- 310. Foundations of Social Work Practice (3)**
Study of the generalist method in social work practice, including its contexts, processes and stages; intervention strategies, problem-solving methods, and ethical issues are examined from multiple perspectives. Prerequisite: HS 101
- 490. Seminar in Human Services (3)**
Topics include job search skills, practical issues of the work world, professional ethics, and human relations. Prerequisite: Senior standing or faculty approval.
- 491. Internship. (3)**
Capstone course providing opportunity for experiential learning in human service organizations. (Off-campus job placement must be approved in advance by instructor.) Prerequisite: Senior standing or faculty approval. Same as PSY 491.



College of Arts and Sciences

Daniel S. Mynatt, Ph.D.

Dean of the College of Arts and Sciences

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Ashley W. Hanks, Administrative Assistant

864-231-2150

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College Mission Statement:

The mission of the College of Arts and Sciences is to educate students in the disciplines traditional to the Humanities and the Sciences so that students will a) be prepared to enter careers appropriate to their fields of study and/or b) continue their education in graduate school.

Faculty

Department of Biology

Dr. Margarit S. Gray, Associate Professor of Biology

Dr. Diana S. Ivankovic, Associate Professor of Biology

Dr. Carrie T. Koenigstein, Assistant Professor of Biology and Chemistry

Dr. Thomas R. Kozel, Chair and Professor of Biology

Betty Jo Pryor, Associate Professor of Biology

Department of Chemistry

Dr. Dorota A. Abramovitch, Professor of Chemistry

James A. Dancik, Instructor of Chemistry and Science Lab Manager

Department of Communication

Dr. James S. Duncan, Chair and Associate Professor of Communication

Department of English

Dr. Wayne Cox, Chair and Professor of English

Dr. James P. Haughey, Professor of English

Dr. Teresa M. Jones, Assistant Professor of English

Dr. Edgar V. McKnight, Jr., Assistant Professor of English

Henry S. Spann, Instructor of English

Sarah L. Sprague, Associate Professor of English

Linda M. Welborn, Instructor of English

Dr. Margaret E. Wooten, Professor of English

Department of Foreign Language

Dr. Shirley R. Jacks, Professor of French and Spanish

Dr. David O. Korn, Chair and Associate Professor of Spanish

Dr. Conny Palacios, Associate Professor of Spanish

Department of History

Dr. John Lassiter, Professor of History

Dr. Lewie H. Reece, IV, Assistant Professor of History

Dr. Joyce A. Wood, Chair and Professor of History

Department of Kinesiology – Exercise Science

Vanessa Rettinger, Instructor of Kinesiology

Dr. Rodney M. Rutland, Chair and Associate Professor of Kinesiology

Jackie V. Walker, Assistant Professor of Kinesiology

Department of Mathematics

Jacque W. Davison, Chair and Associate Professor of Mathematics
 Kim H. Freeman, Assistant Professor of Mathematics
 Dr. Gilbert T. Eyabi, Assistant Professor Mathematics
 Joy M. Rish, Assistant Professor of Mathematics

Department of Psychology & Human Services

Dr. David E. Massey, Chair of Behavioral Sciences and Human Services and Associate Professor of Psychology
 Dr. David F. Reinhart, Chair of Behavioral Sciences and Associate Professor of Psychology

Department Physics & Astronomy

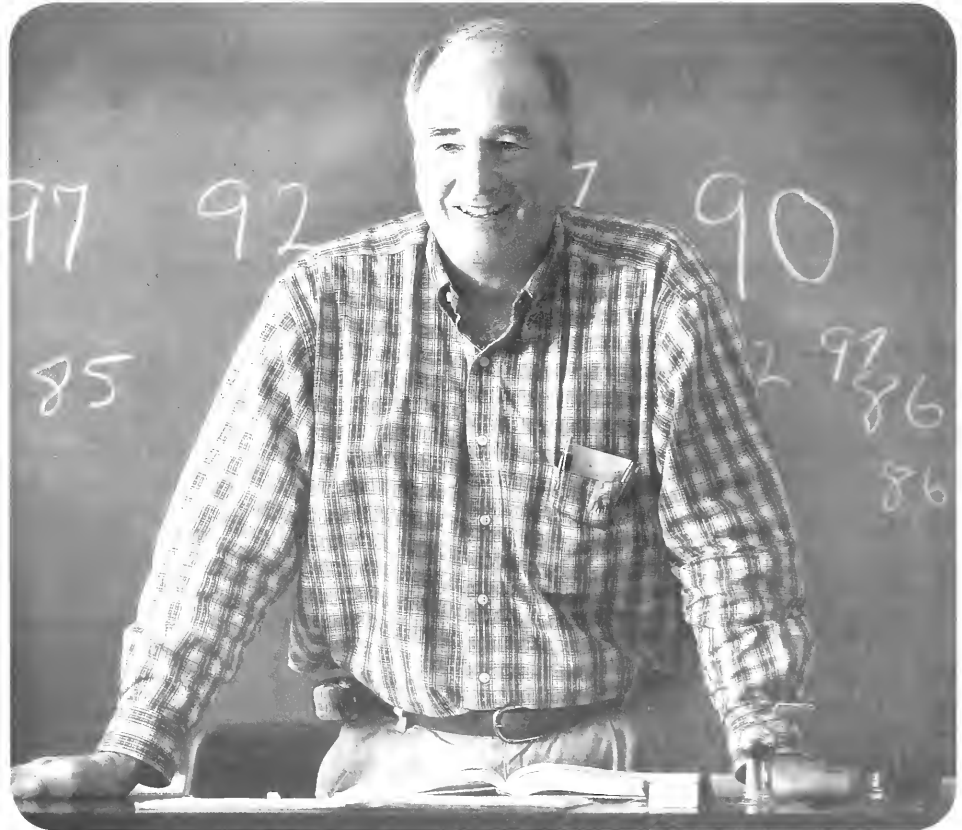
Dr. Robert H. Fries, Associate Professor of Physics and Astronomy

Department of Religion & Christian Ministry

James E. Motes, Associate Professor of Christian Ministry
 Dr. Daniel S. Mynatt, Associate Professor of Religion
 Dr. Ryan Neal, Assistant Professor of Religion
 Dr. Brett C. Patterson, Assistant Professor of Religion

Department of Sociology

Laura Allison Stewart, Instructor of Sociology
 Dr. Marshall K. Tribble, Associate Professor of Sociology and Education



Anthropology (ANT)

- 101. General Anthropology** (3)
 Study of existing cultures and human behavior; analysis of cultural comparisons about social institutions in various societies, from early preliterate to modern non-Western and Western societies.

Astronomy (AST)

- 101. Solar System Astronomy** (4)
 Study of the solar system: planets, moons, comets, asteroids, light, telescopes, gravitation. Lab meets at night. (Fall)
- 102. Stellar Astronomy** (4)
 Study of the sun and stars beyond the solar system; stellar associations, galaxies, interstellar material. Lab meets at night. (Spring)

Biology (BIO)

- 101. General Biology - Botany** (4)
 Fundamentals of biomolecules, cell biology, metabolism, genetics, molecular biology, and plant biology with emphasis on their relationship to humans; designed for non-Biology majors. Lab required. (Fall, Spring)
- 102. General Biology - Zoology** (4)
 Fundamentals of anatomy, physiology, ecology, and animal biology with emphasis on their relationship to humans; designed for non-Biology majors. Lab required. (Fall, Spring)
- 110. Principles of Biology I** (4)
 Designed for biology and pre-professional majors; introduction to modern biology integrating lecture and laboratory and incorporating experimental and quantitative approaches. Topics covered include macromolecules, cell structure and function; cell interactions and metabolism; classical and modern genetics; and biotechnology. Prerequisite: MAT 101 or permission of instructor. CHE 111 is suggested as a co-requisite. (Fall)
- 111. Principles of Biology 2** (4)
 Continuation of BIO 110 with emphasis on organisms as functional units; topics include biological diversity; phylogeny; reproduction and development; plant and animal morphology and physiology; behavior; and ecology. Prerequisite: BIO 110 or permission of instructor. (Spring)
- 150. Human Biology** (4)
 Introduction to principles of modern biology using humans as the model system; topics include human anatomy, physiology, genetics, nutrition, and disease. Laboratory included. Will not count for credit toward the major in Biology. No prerequisite. (Fall, Spring)
- 200. Introduction to Environmental Science** (3)
 Study of human relationships with the environment; topics include genesis and development of contemporary environmental thinking; physical, chemical, and biological principles related to the environment; environmental economics and ethics; and a survey of current environmental problems. Prerequisites: None. (Fall, Spring)

- 201. Human Anatomy and Physiology 1** (4)
Study of the anatomy and physiology of humans; topics include cell physiology and biochemistry; metabolism; tissue types; the skeleto-muscular, cardiovascular, lymphatic, and respiratory systems. Lab includes dissection. Prerequisite: BIO 150 or equivalent. (Fall)
- 202. Human Anatomy and Physiology 2** (4)
Continuation of BIO 201 with emphasis on the nervous, somatic and special senses, endocrine, digestive, reproductive, and urinary systems; additional topics include the study of nutrition, human growth and development, genetics, and electrolyte balance. Lab includes dissection of sheep brain and eye. Prerequisite: BIO 150 or equivalent. (Spring)
- 240. Economic Botany** (3)
Study of plants with emphasis on them as sources of food, drink, spices, medicines, clothing, raw materials for industry, energy, poisons, and allergens.
- 280. Introduction to Marine Biology** (3)
Introduction to marine ecosystems including their physical, chemical, geologic, and biotic components. Human impacts on, and resources extracted from, the marine environment are also examined. Prerequisite: One year of biology with a grade of C or better.
- 281. Marine Biology Laboratory** (1)
Laboratory experience at a marine field station. Co-requisite: BIO 280, Introduction to Marine Biology.
- 300. Cellular Biology** (4)
Introduction to the biology of prokaryotic and eukaryotic cells, including their morphology, biochemistry, ecology and genetics. Laboratory exercises focus on cell morphology, biochemistry and current techniques. Prerequisites: BIO 111; MAT 107; CHE 112. (Fall)
- 305. Comparative Anatomy and Vertebrate Development** (4)
Phylogenetic and comparative aspects of macroscopic structure and development of vertebrates. Laboratory dissections include dogfish, necturus, a representative bird and mammal. Prerequisite: BIO 111 or permission of instructor.
- 310. Genetics** (4)
Study of traditional Mendelian and molecular genetics. Topics include Mendelian patterns of inheritance, transmission genetics, chromosome structure and function, mutation, population genetics, structure, function and control of genes and, recombinant DNA. Laboratory will include directed and independent projects. Prerequisites: BIO 111; MAT 107; CHE 112. (Spring)
- 314. Physiological Psychology** (3)
Survey of the physiological bases and mechanisms of behavior. Prerequisites: PSY 101, CHE 101 or 111, BIO 110 or 150, or permission of instructor. Same as PSY 314. (Fall, even numbered years)
- 320. Ecology** (4)
Principles underlying the distribution and abundance of organisms. Laboratory exercises include the use of ecological modeling and field work where appropriate. Prerequisites: BIO 111; MAT 107; CHE 112. (Fall)

330. Microbiology (4)

Study of the morphology, biochemistry, physiology, pathogenicity and ecology of microorganisms with particular emphasis on the bacteria. Laboratory exercises include isolation and identification of bacteria using standard procedures. Prerequisites: BIO 300; MAT 107; CHE 112.

340. Immunology (4)

Principles of immunology with a focus on the vertebrates; topics include gross and microanatomy of organs and tissues, ultrastructure of immune system cells; biochemistry; development and regulation of the immune response. Laboratory exercises introduce the techniques of modern immunology. Prerequisites: BIO 300, MAT 107, CHE 112.

360. Plant Diversity (4)

Introduction to the structure, function and life history of fungi, nonvascular and vascular plants. Laboratory activities emphasize comparisons between taxa and the unique characteristics of the major groups. Prerequisite: BIO 111.

370. Invertebrate Zoology (4)

Taxonomy; ecology; morphology and physiology of the invertebrate phyla. Laboratory exercises emphasize taxonomy and morphology, and include field trips, collection and preservation techniques. Prerequisite: BIO 111, MAT 107, CHE 112.

380. Field Botany (4)

Study of local plants in their natural environment with emphasis on the vascular plants. Includes field trips, collections, identification and preservation of plant materials. Prerequisite: BIO 111.

400. Animal Physiology (4)

Comparative study of function in the kingdoms Protista and Animalia; topics include food processing and nutrient allocation, circulation and respiration, excretion, communication via hormones and nervous transmission, reproduction, locomotion and support. Laboratory included. Prerequisites: BIO 300, CHE 202.

410. Molecular Biology (4)

Detailed study of the structure and function of DNA, protein synthesis, gene expression and regulation and the manipulation of these molecules and processes through the techniques of biotechnology. Lab exercises emphasize the fundamental techniques of genetic engineering and biotechnology. Prerequisites: BIO 300, CHE 202.

430. Field Biology (4)

Detailed study of the habitats, taxonomy and natural history of local flora and fauna, with emphasis on field marking, collection and identification. Prerequisite: BIO 320.

440. Parasitology (4)

Introduction to the eukaryotic animal parasites, including their phylogeny, morphology, ultrastructure, physiology, life history, ecology, medical and veterinary importance; laboratory emphasis on macro- and microscopic anatomy, standard identification techniques and the preparation of reference slides. Prerequisites: BIO 300, CHE 202.

451. Research (1)

Capstone course integrating knowledge and skills from previous course work leading to a Senior-level research project. BIO 451 may be repeated once. BIO 451 must lead to enrollment in BIO 452, in which the research project is completed.

- 452. Research** (1)
 Capstone course integrating knowledge and skills from previous course work to design, execute and present in written and oral formats an appropriately scaled research project; or review paper that includes a research proposal. Oral defense of the research is required.

Chemistry (CHE)

- 101. Chemistry in Context** (4)
 Designed for non-science majors; study of the basic chemistry related to important current societal issues such as the ozone layer; global warming; energy; acid rain; nuclear fission; polymers; drugs; and nutrition. Lab required. (Fall, Spring)

- 102. Chemistry in Context Lab** (0)
 Required Lab for CHE 101. Co-requisite: CHE 101.

- 111. General Chemistry I** (5)
 Fundamental concepts of modern chemistry; topics include properties of the gas, liquid and solid states; atomic structure; chemical bonding; the periodic table; properties of elements and compounds; chemical formulas, nomenclature and equations; thermochemistry and solutions. Laboratory introduces quantitative analysis. Students registering for CHE 111 must attend Recitation. Prerequisite: Completion of MAT 101 with a grade of C or higher, or permission of instructor. (Fall) Co-requisite: CHE 113

- 112. General Chemistry 2** (5)
 Continuation of Chemistry 111; topics include: chemical equilibria; acid-base theory; chemical kinetics; electrochemistry; nuclear chemistry; descriptive inorganic chemistry and an introduction to organic and biochemistry. Laboratory includes qualitative inorganic analysis. Prerequisite: CHE 111. (Spring) Co-requisite: CHE 114

- 113. General Chemistry I Lab** (0)
 Required Lab for CHE 111. Co-requisite: CHE 111.

- 114. General Chemistry 2 Lab** (0)
 Required Lab for CHE 112. Co-requisite: CHE 112.

- 201. Organic Chemistry I** (3)
 Fundamental concepts of organic chemistry; topics include chemical bonding; alkanes, including coal and petroleum; alcohols; alkyl halides; alkenes; stereochemistry; nucleophilic aliphatic substitution; alkynes; arenes and electrophilic aromatic substitution. Co-requisite: CHE 203. Prerequisite: CHE 112. (Fall)

- 202. Organic Chemistry 2** (3)
 Continuation of Chemistry 201; topics include: spectroscopy; organometallic compounds; alcohols; diols; thiols; ethers; epoxides; sulfides; aldehydes; ketones; enols; enolates; enamines; carboxylic acids and their derivatives; amines; carbohydrates and natural products. Co-requisite: CHE 204. Prerequisite: CHE 201. (Spring)

- 203. Organic Chemistry Lab I** (2)
 Laboratory for CHE 201; introduction to organic chemistry techniques. (Fall)

204. Organic Chemistry Lab 2 (2)

Laboratory for CHE 202; introduction to qualitative organic analysis and synthesis.

Prerequisite: CHE 203. (Spring)

210. Survey of Organic and Biochemistry (4)

Introduction to life processes at the molecular level; topics include structure, nomenclature, reactions, stereoisomerism, and the various classes of organic compounds, structure and function of biological molecules, metabolism and bioenergetics, biosynthesis, and genetics. Laboratory examines structure, synthesis, reactions, and isolation of organic and biological compounds. Prerequisite: CHE 112.

301. Biochemistry. (3)

Study of structure, properties, and function of biomolecules, and of cell chemistry.

Topics include: structure and function of major components of the cell; energetics and metabolism; carbohydrates, lipids, and compounds of nitrogen; and workings of the genetic code. Prerequisites: BIO 300; CHE 202.

310. Instrumental Analysis (4)

Fundamental principles and practices of modern instrumental analysis, including specific aspects of UV, visible, and infrared spectroscopy, NMR, gas and liquid chromatography, and electrophoretic separations. Prerequisite: CHE 202.

Communication (COM)**101. Media and Society (3)**

Explores the role and function of mass media in our society, and how social, economic and political forces shape the media and its messages. How does it affect us? How do we affect the media? (Fall)

111. Introduction to Newswriting (3)

Study of the common elements of print news and research skills for newsgathering; experience in interviewing, covering speeches and meetings, and gathering information for news stories. (Fall, offered in alternate years)

200. Media Lab (1)

Supervised work on campus media productions. May be repeated for elective credit.

Prerequisite: COM 111.

300. Media Lab (1)

Supervised work on campus media productions. May be repeated for elective credit.

Prerequisite: COM 211 or COM 342.

201. Interpersonal Communication (3)

Study of principles and skills necessary for initiating and maintaining relationships; includes dyad, small group discussion, and leadership styles.

211. History of Communication (3)

Study of significant personalities, movements and technologies shaping the development of the mass communications media. (Spring, offered in alternate years)

- 251. Video Production** (3)
Introduction to broadcast writing, audio and digital video editing, and studio and field use of cameras. (Fall)
- 301. Media Law** (3)
Review of the First Amendment and related current federal and state law as it applies to the media in areas such as libel, privacy, copyright, telecommunications and advertising. (Spring, offered in alternate years)
- 311. Feature Writing** (3)
Analysis of content, style and structure of effective feature pieces for newspapers and magazines. Prerequisite: COM 111 or permission of instructor. (Fall, offered in alternate years)
- 315. Multimedia Communication** (3)
Topics and skills in collecting and editing digital text, audio and video material to create a multimediated documentary for Internet distribution. (Spring)
- 320. Principles of Public Relations** (3)
Introduction to the theory and practice of public relations. The course will review different kinds of publics, institutions, campaigns and career options in public relations. (Fall, offered in alternate years)
- 321. Public Relations Writing and Production** (3)
A practical approach to public relations using case studies to prepare students to implement a comprehensive public relations campaign. Emphasis is placed on different forms of public relations writing. (Spring, offered in alternate years)
- 332. Advanced Composition and Grammar** (3)
Study of expository, informative and personal writing, emphasizing development of clear thinking, organization and reasoning; extensive practice in writing, analyzing, evaluating representative essays, and the use and integration of outside sources. Same as ENG 332. Prerequisite: ENG 102.
- 342. Copyediting** (3)
Principles of writing headlines, editing photographs, and planning newspaper, magazine and brochure layout. Prerequisites: COM 111 or permission of instructor. (Replaces Jou. 331). (Spring)
- 351. Advanced Video Production** (3)
This course builds on skills developed in the Video Production class. Students will learn advanced production and writing techniques by producing a mini documentary and a related video advertising campaign. Prerequisite: COM 251.
- 402. Media Ethics** (3)
Examines the roles and obligations of media in society to help students develop principled approaches to ethical dilemmas faced by media practitioners and audiences. The course will pay particular attention to developing a Christian critique and response to the mass media. (Spring, offered in alternate years)

- 403. Communication Theory (3)**
Study of various theories regarding the communication process, with attention to both interpersonal and mass communication. Prerequisite: Junior and senior communication majors. (Spring, offered in alternate years)
- 492. Advanced Topics Seminar (3)**
Topics studied will vary depending on instructor and student interests. Prerequisites: Junior standing, six hours of communication skills courses or permission of instructor. (Fall, offered in alternate years)
- 495. Internship (3)**
Capstone experiential learning consisting of placement in one area of mass communications or public relations. Prerequisite: 15 semester hours of pertinent communication courses and permission of campus advisor.

Engineering (EG)

- 101. Introduction to Engineering Concepts (2)**
Basic introduction to Engineering concepts, problem-solving, and projects.

English (ENG)

- 097. English as a Second Language I (3)**
Designed to help foreign speakers of English develop speaking, writing, and reading skills needed for successful study at Anderson University; credit does not count for graduation and course does not satisfy any requirement in English.
- 098. English as a Second Language 2. (3)**
Continuation of ENG 097; credit does not count for graduation and course does not satisfy any requirement in English. Prerequisite: ENG 097 or consent of instructor.
- 100. Fundamentals of Composition (3)**
Instruction in grammar, punctuation, spelling, mechanics, and diction; designed to provide practice in writing paragraphs and short themes. Credit does not count toward graduation and course does not satisfy any requirement in English or in general education. (Fall)
- 101. English Composition I. (3)**
Essay writing, including reading and analysis of expository prose, synthesis and documentation of sources. Prerequisite: ENG 100 or placement. (Fall and spring)
- 102. English Composition 2 (3)**
Development of key writing skills of summary, critique, and synthesis; production of essays in response to source material representing issues commonly studied throughout the curriculum. Prerequisite: ENG 101 or advanced placement. (Fall and spring)
- 201. British Literature I. (3)**
Survey of British literature, beginning with the Anglo-Saxon period and continuing through the Restoration and Eighteenth Century. Prerequisite: ENG 102 (Fall)

- 202. British Literature 2** (3)
Survey of British literature beginning with the Romantic period and continuing through the works of the Twentieth Century. Prerequisite: ENG 102. (Spring)
- 205. World Literature 1** (3)
Survey of major works of Western and non-Western literature from antiquity to seventeenth century. Prerequisites: ENG 102. (Fall)
- 206. World Literature 2** (3)
A survey of major works of Western and non-Western literature from seventeenth century to the present. Prerequisite: ENG 102. (Spring)
- 213. American Literature to 1865** (3)
Survey of American literature, beginning with the colonial period through 1865. Prerequisite: ENG 102. (Fall)
- 214. American Literature since 1865.** (3)
Survey of American literature since the Civil War. Prerequisite: ENG 102. (Spring)
- 215. African-American Literature** (3)
Survey of African-American literature from 1750 to the present. Prerequisite: ENG 102.
- 301. Business Communications** (3)
Introduction to business communications with emphasis on business writing and speaking. Prerequisite: ENG 102. Same as BUS 301.
- 303. Topics in Literary Criticism and Research** (3)
Advanced study and application of literary criticism combined with research materials and methods. Prerequisites: ENG 102 and a sophomore literature survey. (Offered in alternate years)
- 315. Creative Writing: Poetry Workshop 1.** (3)
Study and writing of poetry in a workshop setting; emphasis on traditional and modern poetic forms. Prerequisites: ENG 102 and a sophomore literature survey. (Fall)
- 316. Creative Writing: Fiction Workshop 1.** (3)
Study and writing of short fiction in a workshop setting; emphasis on revision and the writing process. Prerequisites: ENG 102 and a sophomore literature survey. (Spring)
- 322. Literature for Children** (3)
Intensive study of children's literature; includes analysis, evaluation and review of selections from American, European, and non-western cultures. Same as EDU 322. (Spring)
- 324. Literature for Young Adults** (3)
Intensive study of literature for young adults; includes analysis, evaluation and review of selections from American, European, and non-western cultures. Prerequisite: ENG 102. Same as EDU 324. (Offered on alternate years)
- 332. Advanced Composition and Grammar.** (3)
Study of expository, informative, and personal writing; includes emphases on developing clear thinking, organization, and reasoning and extensive practice in writing, analyzing, and evaluating representative essays. Same as COM 332. Prerequisite: ENG 102. (Spring)

- 352. Modern British Fiction** (3)
Study of selected prose (novel, short fiction, and essay) of the Modern Period.
Prerequisites: ENG 102 and a sophomore literature survey. (Offered on alternate years)
- 360. Twentieth Century American Fiction** (3)
Study of the works of important American authors of the twentieth century. Prerequisites:
ENG 102 and a sophomore literature survey. (Offered on alternate years)
- 361. Nineteenth Century American Literature** (3)
Study of American authors from 1820 to 1900. Prerequisites: ENG 102 and a sophomore
literature survey. (Offered on alternate years)
- 375. Modern British and American Poetry** (3)
Study of modern English and American poetry and the origins, themes, and techniques
which shape it. Prerequisites: ENG 102 and a sophomore literature survey. (Offered on
alternate years)
- 401. History of the English Language** (3)
Study of the nature, structure, and varieties of the English language in vocabulary,
grammar, pronunciation, and semantics. Prerequisites: ENG 102 and a sophomore
literature survey. (Offered on alternate years)
- 411. Shakespeare** (3)
Study of selected Shakespearean sonnets, tragedies, comedies and history plays.
Prerequisites: ENG 102 and a sophomore literature course. (Offered on alternate years)
- 415. Creative Writing: Poetry Workshop 2** (3)
Continuation of study and writing of poetry in a workshop setting; emphasis on traditional
and modern poetic forms. Prerequisite: ENG 315. (Fall)
- 416. Creative Writing: Fiction Workshop 2** (3)
Continuation of study and writing of short fiction in a workshop setting; emphasis on
revision and the writing process. Prerequisite: ENG 316. (Spring)
- 431. Techniques of Persuasive Writing** (3)
Study of theories of argument and persuasion; practice in persuasive writing. Prerequisite:
ENG 102. (Offered on alternate years)
- 452. Studies in Romanticism** (3)
Study of selected poetry and prose of the Romantic Period. Prerequisites: ENG 102 and a
sophomore literature survey. (Offered on alternate years)
- 453. Victorian Literature** (3)
Study of selected poetry, prose, and drama of the Victorian Period. Prerequisites: ENG
102 and a sophomore literature survey. (Offered on alternate years.)
- 462. Southern Literature** (3)
Survey of major American Southern literature including minority writers. Prerequisite:
ENG 102 and a sophomore literature survey.
- 481. Topics in Literary Studies** (3)
Detailed study of a movement, period, or writer(s). May be repeated for credit once.
Prerequisite: 200 level English course, and junior or senior standing.

- 490. Seminar in Writing.** (3)
Intensive study of creative writing focusing on a well-defined project chosen in conjunction with the professor. Prerequisites: Senior standing and approval of the instructor. (Spring)
- 498. Senior Capstone Experience** (2)
Designed for senior English majors to take in their final year, this course helps majors prepare for and take the GRE, develops an ability to teach grammar and understand its nuances, fine tunes a sense of career placement and future plans, and further enhances research skills.

French (FRE)

Students with one or more high school language credits may take the Foreign Language Placement Test during orientation with the option of being placed at a **higher** level. Upon completion of the higher level course with a grade of C or better, they will receive credit for the course bypassed.

Students with prior study in educational institutions in which French is the primary language are not allowed to receive credit for the elementary level of the native language. They should enroll in courses at the 300/400 level of the native language, or complete the 101-102 sequence of another language.

- 101. Elementary French 1** (3)
Introduction to pronunciation and structure patterns of simple French sentences; open only to students with little (one HS credit) or no previous study of French. (Fall)
- 102. Elementary French 2.** (3)
Continuation of FRE 101; study of the basic sounds and structures of the French language. Students may not earn credit for both FRE 131 and FRE 101/102. (Spring)
- 131. Elementary French in Review.** (5)
A one-semester study of the basics covered in FRE 101-102 for students who have had some previous study of the language. Prerequisite: Two or more credits of high school French with a grade of C or better or satisfactory score on the French Placement Test. Successful completion of this course will complete the two-semester general education foreign language requirement. A student may exempt this course, for credit, upon making a superior score on the French Placement Test and completing FRE 201 with a grade of C or better. Students may not earn credit for both FRE 131 and FRE 101/102. (Spring)
- 201. Intermediate French 1.** (3)
Study of many verb forms and grammatical structures; emphasis on varied, complex sentences. Prerequisite: FRE 102 or 131 or superior score on the French Placement Test. (Fall)
- 202. Intermediate French 2** (3)
Focus on conversation and reading; emphases on varied, complex sentences. Prerequisite: Credit for FRE 102 or 131 or superior score on the French Placement Test. (Spring)
- 301. Survey of French Literature 1.** (3)
Historical treatment of the main currents of French literature before 1800 with selected readings in each period. Prerequisite: FRE 202 or permission of instructor. (Offered on demand)

- 302. Survey of French Literature 2** (3)
Historical treatment of the main currents of French literature from 1800, with selected readings in each period. (Offered on demand)
- 405. Advanced French Composition and Conversation** (3)
Detailed study of French standards of composition and conversation; including extensive practice in both forms of communication. Prerequisite: FRE 201 and 202 or permission of instructor. Offered on demand.
- 450. Topics in French Literature/Culture.** (3)
In-depth study of topics designed to enhance the student's major discipline. Prerequisite: FRE 201 and 202 or permission of instructor. Offered on demand.

Geography (GEO)

- 102. World Geography.** (3)
Study of physical and cultural factors influencing human activity.

History (HIS)

History majors who take advantage of the Study Abroad Program may credit a maximum of nine semester hours of history courses taken at a foreign institution towards meeting the requirements of a B.A. degree from Anderson University. History majors in the Study Abroad Program must take all of the required core courses (HIS 295, 496, and 497) and at least one 300/400 level course from each of the three required areas of European, America, and world/non-Western history at Anderson University.

- III. Western Civilization I** (3)
Social, political, cultural, economic, and religious movements in Western civilization from ancient times to the seventeenth century.
- 112. Western Civilization 2** (3)
Social, political, cultural, economic, and religious movements in Western civilization from the seventeenth century to the present.
- 201. United States History I** (3)
Study of American political and social development from the colonial period through the Reconstruction Era.
- 202. United States History 2** (3)
Study of American political and social development from 1865 to the present.
- 210. Current History** (1)
Study of contemporary events using news media. May be repeated each semester for credit.
- 295. Introduction to Historical Interpretation, Research and Writing** (3)
Introduction to the discipline of history and development of skills to engage in historical research and writing.

All 300/400-level history courses require the completion of HIS 295 or permission of instructor as prerequisites.

- 321. History of England to 1688** (3)
Survey of the political, social, economic and cultural development of England from its beginnings to the Glorious Revolution of 1688.
- 322. History of England Since 1688** (3)
Survey of the political, social, economic and cultural development of England from the Glorious Revolution to the present.
- 334. Medieval European Civilization** (3)
Interdisciplinary survey of medieval European civilization from its origins in late antiquity to the Renaissance; emphasis on cultural and institutional development of Latin Christendom and includes the influence of Byzantium and Islam on the West.
- 336. The Age of Reformation** (3)
Study of issues related to the birth and development of Protestant Christianity in sixteenth-century Europe.
- 360. Colonial and Revolutionary America** (3)
This course includes an examination of the founding period of American History including the exploration and settlement of the American colonies, the developments that led to the American Revolution, and the first years of independence.
- 361. Civil War and Reconstruction** (3)
This course includes an examination of the origins of the American Civil War, the political and military events of the war, and Reconstruction.
- 362. The Gilded Age and Progressive Era** (3)
This course includes an examination of the Gilded Age and Progressive Era, from the end of Reconstruction through the 1920s.
- 363. Modern American History: The Great Depression to the Present** (3)
This course includes an examination of American History from the Great Depression and the New Deal to the present.
- 382. The Non-Western World Since 1914** (3)
Survey of political, social, and economic trends in Asia, Africa and Latin America since 1914.
- 480. Europe in the Twentieth Century** (3)
Survey of the political, social, economic and cultural developments of Europe 1914 to the present.
- 481. The Modern Middle East** (3)
Study of imperialism and nationalism, modernization and development, conflict and peace, and Islamic resurgence in contemporary Middle East culture.
- 490. Internship** (1-3)
Experiential learning in work environments under the supervision of faculty and professionals; may be repeated once for credit. Prerequisite: Senior standing.
- 496. Senior Seminar I** (1)
Topic selection and proposal development for the research paper for HIS 497.
Prerequisite: Senior standing. (Fall)

- 497. Senior Seminar 2** (3)
Capstone course; includes major research paper synthesizing themes from student's major and oral presentation and defense of the research. Prerequisites: HIS 295 and 496. (Spring)
- 498. Topics in History** (3)
Reading and research on a selected historical topic dependent upon interest and expertise of instructor. Prerequisites: Successful completion of at least one 300/400 level history course, senior standing, and permission of instructor.

Kinesiology (KIN)

Students may receive credit toward graduation for a maximum of two activity courses. Veterans may exempt the physical education requirement by presenting a request to the Registrar. The general education requirement in physical education can be satisfied by one or more ROTC courses.

- 101-117. Activity Classes.** (1)
Knowledge, skills, and participation in various physical activities; evidence of health status may be required. Graded by pass/fail only.

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|------------------------------|---------------------------------|
| 101. Basketball | 109. Aerobics |
| 103. Beginning Tennis | 110. Fitness Swimming |
| 104. Badminton | 113. Karate/Kickboxing |
| 105. Golf | 114. Racquetball |
| 106. Weight Training | 115. Advanced Karate |
| 107. Fitness Jogging | 116. Scuba Diving* |
| 108. Fitness Walking | 117. Intermediate Tennis |

***Extra Course Fee Required**

- 121. Sports Officiating** (1)
Study of rules and techniques for officiating softball, basketball, volleyball, and football; practical experience opportunities offered during intramural competition.
- 132. Introduction to Physical Education and Sport Studies** (3)
Study of roles and responsibilities of professionals in physical education and exercise science. The relationship of the field to education, its history, current trends and philosophies that underlie its sub-disciplines. Career opportunities will also be explored.
- 135. Lifetime Wellness** (2)
Survey of concepts of lifetime physical fitness and health; topics include positive effects of exercise on the heart and blood vessels, obesity and proper diet, body mechanics, stress management and other contemporary health-related problems.
- 210. Coaching Methods of Basketball, Baseball and Softball** (3)
Study of game strategies, organization, skill development and analysis, and safety concerns; all students participate in basketball (1/2 semester) and choose between baseball/softball (1/2 semester).
- 211. Coaching Methods of Soccer, Volleyball and Football** (3)
Study of game strategies, skill development, organizational issues, and safety concerns; all students participate in soccer (1/2 semester) and choose between volleyball/football (1/2 semester).

- 212. Coaching Methods of Track & Field** (2)
Study of planning strategies, skill analysis, skill development, and meet management.
- 227. Care and Prevention of Exercise Injuries.** (3)
Study of theoretical and practical methods of preventing, treating, and rehabilitating injuries that occur during sport and exercise; topics include taping and bandaging; first aid and CPR certification; massage; use of physical therapy modalities. A \$40.00 lab fee is required. (Fall)
- 260. Motor Development and Learning** (3)
Study of motor development and physical changes across the lifespan with emphasis on the sequential process of motor behavior, factors influencing skill development and learning, and optimal conditions. (Fall)
- 289. Measurement and Evaluation** (3)
Study of methods in measuring and evaluating physical performance, knowledge and attitudes, procedures for evaluating tests and their results and data analysis techniques. Prerequisites: MAT 108. (Fall)
- 301. Exercise Physiology I** (3)
Introduction to the physiological effects of human physical activity; topics include neuromuscular, cardiovascular-respiratory and metabolic responses and adaptations to exercise and training. Prerequisite: BIO 201 and CHE 101 or permission of instructor. (Fall)
- 310. Organization and Administration of Sport and Physical Education** (3)
Introduction to basic principles of organizing, managing, and evaluating sport and physical education programs, the principles of finance and fundraising as applied to sport and physical education; and related topics for the development of all managers in sport-related careers. (Fall)
- 321. Sport and Exercise Psychology** (3)
Survey of psychological principles applicable to coaching and exercise situations; topics include the understanding of participants, sport and exercise environments, and group processes; enhancing performance, health and well-being; and facilitating psychological growth and development.
- 335. Sport in Society** (3)
Study of the nature, function, and relationships of sport and society; topics include recreational, educational, and professional sport in social and cultural contexts and the social variables that affect participation are presented.
- 340. Kinesiology** (3)
Anatomical and kinesiological principles involved in movement and sport skills; includes anatomy, movement terminology, muscle mechanics and function and analysis of motor skills. Prerequisite: BIO 201. (Spring)
- 365. Nutritional Aspects of Health/Human Performance** (3)
Detailed study of nutrition emphasizing structure, function, and selection of food to improve health and human performance; topics include estimation of energy needs, fluid balance, food fads, and nutritional needs of the body during various stages of life. Prerequisite: KIN 135 or permission of instructor. (Spring)

- 389. Research Methods in the Exercise/Health Sciences.** (3)
Design and application of research projects measuring cognitive, affective and psychomotor performance; including statistical procedures and interpretation of published research in the discipline. Prerequisites: KIN 289. (Fall)
- 401. Exercise Physiology II** (3)
Principles of human physiology, neuromuscular, cardiovascular-respiratory and metabolic responses to exercise with special emphasis on the application of physiological findings to practical problems related to human physical activity such as diet, environmental conditions, gender, body composition, and health aspects. Prerequisites: KIN 301. (Spring)
- 440. Biomechanics.** (3)
Study of mechanical principles of human movement; topics include basic mechanics, kinematics, kinetics and modeling of human movement. Emphasis is on the quantitative analysis of human movement. Prerequisites: KIN 340 and BIO 201. (Fall)
- 470. Scientific Principles of Conditioning and Fitness** (3)
Designing and implementing individualized, scientifically based exercise prescriptions for athletic conditioning or physical fitness development, including development of muscular strength and endurance, aerobic and anaerobic power, flexibility, and weight control or reduction. Prerequisite: KIN 301 and KIN 340. (Spring)
- 475. Exercise Diagnosis and Prescription** (3)
Study of exercise physiology and exercise prescription for clinical populations with particular attention on the study of acute and chronic responses to exercise in patients with cardiac, pulmonary, metabolic, and musculoskeletal diseases; special topics include pathophysiology of the disease process, clinical assessment of disease severity, exercise testing in clinical populations, exercise prescription in medium and high-risk clinical populations. Prerequisites: KIN 301 and BIO 201. (Spring)
- 480. Practicum in Exercise and Sport Science** (1-4)
Placement in exercise science laboratories, sport and fitness facilities, or clinical settings for experiential learning opportunities under the supervision of professionals and college faculty. Prerequisites: KIN 301 and permission of instructor. Graded by pass/fail only.
- 490. Senior Seminar in Kinesiology.** (3)
Presentation and discussion of various topics related to current science and issues regarding human performance, fitness, health, and nutrition. Prerequisites: Senior standing, KIN 301, and permission of instructor.
- 492. Current Topics in Kinesiology** (3)
A writing-intensive course designed to introduce students to a variety of current topics in Kinesiology. Students will review original research in professional journals and through several writing assignments express their comprehension of a topic of self-interest. Prerequisites: senior standing, KIN 301, and, KIN 389
- 498. Directed Research in Physical Education and Exercise Science** (1-3)
On-campus study or research experience under a specialist in student's field of interest; arranged through the Exercise Science Program Coordinator. Prerequisites: KIN 389 and permission of the instructor.

Mathematics (MAT)

- 100. Fundamentals of Algebra** (3)
Introduction to algebra. Course does not count toward graduation and does not satisfy any general education requirement in mathematics. (On Demand)
- 101. College Algebra** (3)
Sets, real numbers, operations, order, inequalities, polynomial factoring, functions, graphs, exponents, first and second degree equations, variation, and systems of equations. Prerequisite: Any one of the following: Score of 440+ on math SAT; 3+ units of high school math with C or above; or completion of MAT 100. (Fall, Spring)
- 104. Finite Mathematics** (3)
Designed as a terminal course in mathematics; topics include sets, logic, algebraic and geometric models, finite probability, descriptive statistics, the mathematics of finance, and graph theory/networks. Prerequisite: Any one of the following: Score of 440+ on math SAT; three or more units of high school math with C or above; or completion of MAT 100. (Fall, Spring)
- 107. College Trigonometry*** (3)
Study of trigonometric functions, radian measure, identities, equations, inverse functions, solutions of right and oblique triangles, and graphs. Prerequisite: Score of 440+ on math SAT and completion of high school Algebra II with a C or above. For students who meet only the SAT requirement, MAT 101 is a co-requisite. If SAT and high school requirement are not met then MAT 101 is a prerequisite. (Fall)
- 108. Finite Probability and Statistics I.** (3)
Introduction to probability and statistics; topics include descriptive statistics; probability; discrete and continuous random variables; the Binomial, Normal, and Student-T probability distributions; and estimation and hypothesis testing. Academic credit will not be awarded for both MAT 108 and MAT 203. Prerequisite: Score of 440+ on math SAT; two or more units of high school math with C or above; or completion of MAT 100, or 101. (Fall, Spring)
- 109. Statistics 2.** (3)
Continuation of MAT 108; topics include empirical frequency distributions, computation of descriptive statistics, basic statistical inference including estimation and testing of hypotheses, regression and correlation analysis, the Multinomial Distribution, and Chi-Square tests. Prerequisite: MAT 108 or 203. (Fall, Spring)
- 113. Calculus Concepts I: An Intuitive Approach to Differential Calculus** (3)
Designed for students seeking degrees in business, non-math and science secondary education, and related areas; topics include functions, data models, derivatives and their applications including, optimization and curve-sketching. Prerequisite: Score of 500+ on math SAT; or MAT 101. (Fall, Spring)
- 114. Calculus Concepts 2: Intuitive Approach to Integral and Multivariate Calculus** . . (3)
Continuation of MAT 113; topics include approximating area under a curve, limits of sums, recovering functions from rates of change, antiderivatives, definite integrals, averages, income streams, integrals in economics, introduction to differential equations, partial rates of change, multidimensional models, multidimensional optimization, optimizing under constraints, least squares model fitting, and multiple integration. Prerequisite: MAT 113. (Spring)

140. Analytic Geometry & Calculus I. (4)

Introduction to differential and integral calculus; topics include limits, differentiation and applications, integration and applications, and the calculus of the trigonometric functions. Prerequisite: Score of 580+ on math SAT and completion of high school trigonometry/pre-calculus with C or above. For students who meet only the SAT requirement, MAT 107 is a co-requisite. If SAT and high school requirement are not met then MAT 107 is a prerequisite. (Fall)

160. Introduction to Discrete Methods (3)

Introduction to elementary methods of discrete mathematics. Topics include mathematical logic, methods of proof, theory of sets, relations, functions, mathematical induction, closure operations, order relations, equivalence relations, and basic concepts of cardinal arithmetic. Prerequisite: Score of 440+ on math SAT or MAT 101. (Spring)

190. Analytic Geometry & Calculus 2 (4)

Continuation of MAT 140; topics include exponential and logarithm functions, inverse trigonometric functions, techniques of integration, improper integrals, indeterminate forms, sequences, and series, conics, parametric equations, and polar coordinates. Prerequisite: C or better in MAT 140 or permission of instructor. (Spring)

203. Probability and Statistics. (3)

A non-theoretical, non-calculus based course in elementary probability and statistics; topics include graphical descriptions of data, numerical descriptive measures, probability, discrete and continuous random variables, sampling distributions, estimation and hypothesis testing involving means and proportions, and simple linear regression. Credit will not be awarded for both MAT 203 and MAT 108. Prerequisite: MAT 101.

**208. Math Concepts and Strategies for the Elementary/ (4)
Early Childhood Teacher: Part I ****

Number relationships, patterning, numeration systems, whole number operations, estimation, mental computation, number theory, fractions, decimal numbers, proportions, and percent. Lab included. (Spring)

**209. Math Concepts and Strategies for the Elementary/ (4)
Early Childhood Teacher: Part 2 ****

Problem solving measurement, two-dimensional and three-dimensional geometry, statistics, and probability. Lab included. (Fall)

215. Linear Algebra (3)

Introduction to the algebra of matrices, vector spaces, polynomials, and linear transformations. Prerequisite: C or better in MAT 160 and 190. (Fall)

240. Calculus with Several Variables (4)

Real valued functions of several variables, multiple integration, and differential calculus of functions of several variables. Prerequisite: C or better in MAT 190. (Fall)

270. Linear Programming (3)

Study of mathematical models, with applications to the sciences and business; use of various methods to solve and interpret problems. Prerequisite: C or better in MAT 240 and 215. (Replaces Mat. 315) (Spring)

- 290. Differential Equations** (3)
Introduction to theory, methods, and applications of ordinary differential equations, including first- and higher-order differential equations, series solutions, systems, approximate methods, and Laplace transforms. Prerequisite: C or better in MAT 240. (Spring)
- 320. College Geometry** (3)
Topics include axiomatic Euclidean geometry, instructional methodology in measurement and two- and three-dimensional geometry, topology, transformational geometry and other non-Euclidean geometries, with an emphasis upon historical context. Prerequisite: C or better in MAT 160. (Fall)
- 340. Probability and Statistical Theory and Methods I** (3)
Calculus-based course in probability and statistics. Topics include counting methods, discrete and continuous random variables, joint, marginal and conditional densities, moment generating functions, expectation, important distributions, and applications of probability. Prerequisite: C or better in MAT 160 and MAT 240. (Replaces Mat. 280). (Fall)
- 380. Probability and Statistical Theory and Methods 2** (3)
Applications and principles of descriptive statistics, sampling distributions, estimation, and hypothesis testing. Includes inferences for one and two means, variances, and proportions, simple linear regression, and contingency tables. Statistical software is used. Prerequisite: C or better in MAT 340. (Spring)
- 390. Advanced Calculus I** (3)
Detailed study of limits, continuity, and differentiation of functions of one variable, and the Riemann integral. Prerequisite: C or better in MAT 240. (Spring)
- 420. Abstract Algebra** (3)
Theoretical development of common algebraic structures such as number system and groups, rings, and fields. Prerequisite: C or better in MAT 160 and 215. (Fall)
- 430. History of Mathematics** (3)
Introduction to the history of mathematics; emphasis on famous problems, role of historical methods in modern development, and influential mathematicians. Prerequisite: Senior math major or minor in good academic standing or permission of instructor. (Fall)
- 495. Internship** (3)
Application of skills and knowledge in actual work environments under the supervision of professionals. Prerequisite: Permission of instructor.
- 496. Senior Seminar** (3)
Capstone course requiring application of mathematical knowledge, usually with an emphasis on modeling; independent work and presenting of results is required; typically includes attendance at mathematical events and/or investigation of mathematical career paths. Prerequisite: C or better in MAT 270, 290, and 380. (Spring)
- 497. Senior Seminar for Majors in Mathematics Secondary Education** (3)
Math 497 includes a review of mathematical concepts taught in secondary schools, instructional techniques that will prepare students to be highly effective secondary mathematics teachers, discussion of classroom management, and preparation for exit exams and professional licensure tests. Prerequisite: Admission into Teacher Education Program, senior standing and permission of instructor. (Fall)

498. Topics in Mathematics (3)
Investigation of a selected mathematical topic, depending upon student and instructor interests and expertise. Prerequisite: Permission of instructor.

***Students who must take Math 140, Analytic Geometry and Calculus I, may take Math 101 and Math 107 concurrently.**

****MAT 208 and 209 cannot be used to satisfy the general education requirement in mathematics for any major at Anderson University.**

Philosophy (PHI)

101. Introduction to Philosophy (3)
Survey of basic philosophical issues and problems; includes works of important philosophers, modes of thinking, and philosophical inquiry.

205. Introduction to Ethics (3)
Survey of modes of moral thinking and analysis and their application in specific practical settings; influence of religious values upon ethical development.

Physical Science (PSC)

101. Physical Science. (4)
Overview of physics and chemistry, with numerous practical applications; with lab. Designed for non-science majors. Prerequisite: MAT 101 (Fall; Spring)

201. Earth Science (4)
Study of concepts of geology, meteorology, and oceanology; with laboratory. Prerequisite: MAT101

Physics (PHY)

151. General Physics 1 (4)
Study of kinematics, statics, vectors, energy, momentum and heat. Laboratory included. Prerequisite/co-requisite: MAT 107. (Fall, alternate years)

152. General Physics 2 (4)
Study of electricity, magnetism, wave motion, sound, and light. Laboratory included. Prerequisite: PHY 151. (Spring, alternate years)

201. College Physics 1 (4)
Calculus-based study of kinematics, force, energy, momentum, oscillatory motion, and waves. Laboratory included. Prerequisite/co-requisite: MAT 140. (Fall, on demand)

202. College Physics 2 (4)
Calculus-based study of heat, thermodynamics, electric potential, electric and magnetic fields and currents. Laboratory included. Prerequisite: PHY 201. (Spring, on demand)

Political Science (PS)

101. American National Government (3)
Study of the constitutional basis of the federal government, including its organization, functions, and services.

102. State and Local Government (3)

Survey of the constitutional basis, structure, and functions of state and local governments in the United States. Prerequisite: PS 101 or permission of instructor.

Psychology (PSY)**101. Introduction to Psychology (3)**

Introduction to the scientific study of behavior and mental processes; topics include biological foundations of behavior, learning, motivation, development, abnormal behavior, personality and social interaction. (Fall, Spring)

102. Pathways in Psychology (1)

Study of career planning and developmental issues; topics include overview of psychology major, career options, preparing individual portfolios, and anticipating graduate school and employment. Course fee: \$13.00. (Previously listed as PSY 201.) (Fall, Spring)

190. Statistics for the Behavioral Sciences (3)

Statistics for the Behavioral Sciences provides an introduction to descriptive and inferential statistics as well as computer statistical analysis. Prerequisite: PSY 101.

205. Human Development (3)

Survey of human development throughout the life span; emphasis on current theory and research in physical, cognitive, linguistic, emotional and social development. Prerequisite: PSY 101. (Fall, Spring)

211. Research Methods (4)

This course examines the principles of research design, methodology, and data analysis in psychology. Method and design issues relevant to a wide range of substantive areas in psychology are covered, such as experimental designs, survey research, observational research, and qualitative content analysis. Further, students receive an introduction to data management and analysis and research ethics. Prerequisites: PSY 101 and PSY 190 with a C or better.

301. Social Psychology (3)

Study of the relationships of individuals with each other and society; topics include social interaction, attitude formation and change, group structure and process and social factors in perception. Prerequisite: PSY 101 or permission of instructor. (Fall, Spring)

312. Principles of Learning (3)

Survey of principles of behavior and learning and their significance for psychological theory and application. Prerequisite: PSY 211.

314. Physiological Psychology (3)

Survey of the physiological bases and mechanisms of behavior. Prerequisites: PSY 101, CHE 101 or 110, BIO 110 or 150, or permission of instructor. Same as BIO 314. (Fall, even numbered years)

316. Personality (3)

Study of major theories of personality; organization, dynamics, development and assessment of personality. Prerequisite: PSY 101. (Fall, Spring)

318. Industrial/Organizational Psychology (3)

Study of psychological principles applied to personnel policies, work environment, production efficiency, and decision making in industrial and non-industrial organizations; topics include employee selection and training, work motivation, organizational communication and leadership. Prerequisite: PSY 101. (Fall)

350. Abnormal Psychology (3)

Study of mental and emotional disorders; incidence, causes, symptoms, treatment, and prognosis of various conditions. Prerequisite: PSY 101. (Fall, Spring)

360. Cognitive Psychology (3)

Study of how the mind perceives, organizes, and remembers information. Topics include attention, knowledge representation, memory, language, and reasoning. Experiences include data compilation, analysis, evaluation, and reporting; critical reading of supplementary articles; demonstrations; and discussion. Prerequisite: PSY 211.

375. Counseling Psychology (3)

Study of major theories and techniques of counseling and psychotherapy with attention to the basic helping skills common to all therapeutic interaction. Prerequisite: PSY 101. (Fall, Spring)

380. Psychology of Religion (3)

Empirical analysis of the effects religion has on the individual; topics include religious development; religious expression; religious conversion; religious attitudes and behaviors; and religion's effects on mental health. Prerequisite: PSY 101. Same as REL 380.

410. History and Systems of Psychology (3)

Examination of psychology from its origins in philosophy, biology, and physics through the major schools of psychology and current perspectives of behavior. Prerequisite: Senior standing or permission of instructor. Course fee: \$20.00.

490. Individual Project (3)

Designed for upper level psychology majors; extensive written review or a research project with a paper under the direct supervision of a faculty member. May be repeated once for credit; course will count as a general elective in Human Services concentration; for all, if taken a second time, it will count as a general elective. Prerequisites: 12 hours of PSY courses, including PSY 211, and permission of instructor. (Fall, Spring)

491. Internship (3)

This course is designed to provide exposure to the work of a human services organization and to provide an opportunity for career exploration. Prerequisite: Junior Psychology major standing. Same as HS 491. Course fee: \$35.00. (Fall, Spring)

498. Senior Seminar (3)

A capstone seminar for graduating seniors designed to survey, review and integrate the various findings and subject matter of psychology and to prepare the student for future employment or graduate study. Prerequisite: Senior Psychology majors or permission of the instructor.

Religion (REL)

- 105. Introduction to the Bible.** (3)
Literary, historical, and theological introduction to the Bible.
- 151. Dimensions of Ministry** (1)
Introduction to Christian ministry.
- 152. Spiritual Formations.** (1)
Introduction to spirituality, emphasizing attentiveness to the flow of grace around us and nurturing the inner life with God.
- 201. Intermediate Biblical and Theological Studies.** (3)
Advanced study of issues in Biblical and Theological Studies. Prerequisites: REL 105, Co-requisite: REL 203.
- 203. Research Methods in Religion.** (1)
Introduction to research skills needed for Religion and Christian Ministry majors in 300/400-level courses. Prerequisites: REL 105, Co-requisite: REL 201.
- 251. The Helping Process** (1)
Study of the social dimensions of ministry, individual concerns, and relationships.
- 290. Introduction to Ministry: Discipleship, Missions and Evangelism – I.** (1)
Introduction to perspectives in ministry thru research and discussions concentrating in the history, culture and strategy of Christian discipleship, missions, and evangelism (Includes 8 hours of field experience).
- 305. The Teachings of Jesus and Their Contemporary Application.** (3)
Study of the teachings of Jesus as represented in the New Testament and their interpretation and application, both historically and in modern American religious life; includes an emphasis on Christian ethics. Prerequisite: REL 105 and Junior status.
- 310. Hebrew Prophets** (3)
Study of prophecy in Israel and the prophetic literature of the Old Testament; emphasis on the historical setting of the prophets, the literary forms used in prophetic preaching, and the contemporary relevance of the prophetic message. Prerequisite: REL 201.
- 311. Hebrew Poetry and Wisdom Literature** (3)
Study of Proverbs, Ecclesiastes, Job, Psalms, and Song of Solomon; explores wisdom thinking in Israel and the characteristics of Hebrew poetry. Prerequisite: REL 201.
- 312. Introduction to Biblical Hebrew** (3)
Survey of reading biblical Hebrew; basic grammar and vocabulary are emphasized. Prerequisite: REL 201.
- 320. Life and Teachings of Jesus** (3)
Survey of the life and ministry of Jesus and an interpretation of His teachings. Prerequisite: REL 201.
- 321. Life and Letters of Paul.** (3)
Survey of the life of Paul with special attention on an exposition of his letters. Prerequisite: REL 201.

- 322. Introduction to Biblical Greek (3)**
 Study of basic Greek grammar and vocabulary in order to read simple narrative passages from the New Testament. Prerequisite: REL 201.
- 330. World Religions (3)**
 Survey of major contemporary religious traditions with special attention to beliefs, practices, and historical background; includes manner in which each addresses common human questions. Prerequisite REL 105.
- 331. Christian Thought. (3)**
 Survey of the writings of prominent Christian thinkers addressing perennial human questions. Prerequisite: REL 201 or permission of instructor.
- 332. The Baptist Heritage and the History of Christianity in America (3)**
 Survey of the History of Christianity in America, with particular emphasis on the Baptist traditions.
- 335. History of Christianity (3)**
 Survey of the history of the Christian church. Prerequisite: REL 201 or permission of instructor.
- 336. The Age of Reformation (3)**
 Study of issues related to the birth and development of Protestant Christianity in sixteenth-century Europe. Prerequisites: Completion of 6 hours in history and 6 hours in religion each or permission of instructor. Same as HIS 336.
- 341. Christian Ethics (3)**
 Survey of Christian theological perspectives on such social issues as the use of violence, economic and political structures, human sexuality, ethnicity, the environment, technology, and the world of medicine. It is a companion course to REL 331. Prerequisite: REL 201 or permission of instructor.
- 350. Christian Education and Ministry Management (3)**
 Study of areas of Christian education in the context of church organizations and ministry management principles.
- 380. Psychology of Religion. (3)**
 Empirical analysis of the effects of religion on the individual; topics include religious development; religious expression; religious conversion; religious attitudes and behaviors; and religion's effects on mental health. Prerequisite: PSY 101. Same as PSY 380
- 390. Introduction to Ministry: Discipleship, Missions and Evangelism – II (1)**
 Intermediate research and discussions into perspectives in ministry concentrating in cross-cultural communication in Christian discipleship, missions, and evangelism (Includes 8 hours of field experience). Prerequisite: REL290
- 415. Old Testament Topics (3)**
 Study of specialized topic of Old Testament; includes individual research projects under faculty supervision. Prerequisite: REL 201. May be repeated once for credit.

425. New Testament Topics (3)
Study of specialized topic of New Testament research; includes individual research projects with faculty supervision. Prerequisite: REL 201. May be repeated once for credit.

435. Topics in Christian History and Theology (3)
Study of specialized topics in church history and/or Christian theology; includes individual research projects with faculty supervision. Prerequisite: REL 201 or permission of instructor.

490. Internship (1-3)
Students apply classroom skills and insights in actual work environments under professional supervision. May be repeated once for credit. Prerequisite: Senior standing in Religion or Christian Ministry and approval of Humanities Division Chair.

491. Senior Seminar in Christian Ministry (3)
Research, career preparation, senior project, and/or study abroad. Prerequisites: Senior Standing and at least 12 hours in 200+ level REL courses, including REL 201/203, or instructor's permission.

496. Senior Seminar 1 (1)
Topic selection and proposal for the research paper for REL 497; includes career planning, resume writing, and job interviewing. Prerequisite: Senior standing. (Fall)

497. Senior Seminar 2 (3)
Capstone course including a major research paper synthesizing themes from student's major; includes oral presentation and defense of the research. Prerequisite: REL 203 and 496. (Spring)

Sciences (SCI)

101. Introduction to the Sciences. (3)
Study of the scientific method and the fundamental concepts of biology, chemistry, and physics.

Sociology (SOC)

101. Introductory Sociology. (3)
Survey of the main cultural factors and social structures of society. (Replaces Soc. 201.) (Fall, Spring)

202. Social Problems (3)
Study of contemporary United States social problems and investigation methods. Prerequisite: SOC 101 or permission of instructor. (On demand)

303. Marriage and the Family (3)
Study of historical, religious, cultural and sociological factors of the contemporary family in the United States with cross-cultural analyses. Prerequisite: Soc. 101. (Replaces Soc. 203.) (Fall, Spring)

310. Race and Ethnic Relations. (3)
Survey of historical and social background of race and ethnicity in American society, including cross-cultural perspectives. Prerequisite: SOC 101, or permission of instructor. (Fall)

315. The Individual in Society. (3)

Provides the student with an understanding of the social forces which influence individual and group behavior. This course emphasizes the dynamic processes of communication, competition, cooperation, leadership, conformity, learning, and identity formation. The relationships between the individual and various factors within societal entities, such as the mass media, the workplace and health care, are also explored.

320. Sociology of Mental Illness and Substance Abuse(3)

Explores the relationship between society, mental disorder, and substance abuse as related to their respective origins and forms of prevention and treatment. Societal concepts of drug abuse and related treatment issues are analyzed in relation to the influence of cultural factors in contemporary American society.

350. Sociology of Religion. (3)

Sociology of Religion is an introduction to the sociological perspective of religion. It includes a study of religious organizations, the interrelationships between religion and the other social institutions as well as components of the American social experience. Prerequisite: SOC 101.

398. Criminal and Deviant Behavior (3)

A sociological examination of deviant behavior. Involves an analysis of "social norm breaking" and/or criminal activity, e.g. violent crime, normative crime, white-collar crime, juvenile delinquency, mental illness, and other forms of individual or institutional deviance.

Spanish (SPA)

A student with one or more high school language credits may take the Spanish Placement Test during orientation with the option of being placed at a **higher** level. Upon completion of the higher level course with a grade of C or better, the student will receive credit for the course bypassed.

Students with prior study in educational institutions in which Spanish is the primary language are not allowed to receive credit for the elementary level of the native language. They should enroll in courses at the 300/400 level of the native language, or complete the 101-102 sequence of another language.

101. Elementary Spanish I. (3)

Introduction to pronunciation, grammar, reading of simple texts and aural-oral practice; open only to students with little (one HS credit) or no previous study of Spanish. (Fall)

102. Elementary Spanish 2 (3)

Continued study of additional verb tenses and grammatical structures and reading assignments of higher complexity. Prerequisite: SPA 101. (Spring)

131. Elementary Spanish in Review (5)

One-semester study of the basics of Spanish covered in 101-102; for students who have had some previous study of the language. Prerequisite: Two or more credits of high school Spanish with a grade of C or better or satisfactory score on Spanish Placement Test. Successful completion of this course will complete the two-semester general education foreign language requirement. A student may exempt this class, for credit, upon making a superior score on the Spanish Placement Test and completing SPA 201 with a grade of C or better. Students may not earn credit for both SPA 131 and SPA 101/102.

- 201. Intermediate Spanish 1** (3)
Application of grammatical skills in reading and writing; includes study of all Spanish speaking countries. Prerequisite: SPA 102 or 131 or superior score on Spanish Placement Test. (Fall)
- 202. Intermediate Spanish 2** (3)
Continuation of SPA 201, with an additional selection of reading materials; emphasis on reading and writing in Spanish. Prerequisite: SPA 201 or permission of instructor. (Spring)
- 305. Advanced Spanish Conversation and Phonetics** (3)
Guided practice, including review of the sound system of Spanish and improvement of aural and oral abilities necessary for normal conversational speed. Prerequisite: SPA 202 or permission of instructor.
- 310. Oral Spanish Practice 1** (1)
Oral practice in Spanish supplementing coursework in grammar and literature; emphasis on precision, fluency and native-level speed in conversation on topics of general interest to educated speaker and current topics in several Spanish-speaking countries. Prerequisite: SPA 202 or permission of instructor.
- 321. Survey of Spanish Literature 1** (3)
Study of the early period of Spanish literature, from the jarchas and El Cid to the end of the Baroque era; includes works of Cervantes, Lope de Vega and Calderón. Prerequisite: SPA 202 or permission of instructor.
- 322. Survey of Spanish Literature 2** (3)
Study of the modern period of Spanish literature, from approximately 1700 to the present; includes prose, poetry and dramatic works along with sufficient historical and literary background to understand their context and appreciate their value. Prerequisite: SPA 202 or permission of instructor.
- 325. Survey of Spanish American Literature** (3)
Study of the literature of Spanish America, from the Colonial period to the present; includes prose, poetry and dramatic works along with sufficient historical and literary background to understand their context and appreciate their value. Prerequisite: SPA 202 or permission of instructor.
- 326. Survey of Spanish American Literature 2** (3)
Study of the literature of Spanish America from approximately 1900 to the present. Continuation of SPA 325. Includes prose, poetry and dramatic works along with sufficient historical and literary background to understand their context and appreciate their value. Prerequisite: SPA 202 or permission of instructor.
- 341. Spanish Civilization** (3)
Survey of the civilization of Spain including history, geography, the origins of its people, and its cultural products; topics include pre-Roman and Roman civilizations, the Arabic influence, the Reconquista, Ferdinand and Isabella and the Spanish Empire, the Golden Age in the arts, and the development of modern-day Spain. Prerequisite: SPA 202 or permission of instructor.

- 342. Spanish American Civilization (3)**
Survey of the civilization of Spanish America including history, geography, the origins of its people, and its cultural products; topics include pre-Columbian civilizations, the Spanish influence, independence movements, the origins of the countries of Spanish America, and the development of modern Spanish America. Prerequisite: SPA 202 or permission of instructor.
- 405. Advanced Spanish Grammar and Composition (3)**
Detailed study of Spanish grammar in several types of writing. Prerequisite: SPA 202 or permission of instructor.
- 410. Oral Spanish Practice 2. (1)**
Continuation of Spanish 310; Oral practice in Spanish supplementing coursework in grammar and literature; emphasis on precision, fluency and native-level speed in conversation on topics of general interest to educated speaker and current topics in several Spanish-speaking countries. Prerequisite: SPA 310.
- 450. Topics in Hispanic Literature. (3)**
Study of selected topics in the literature of Spain or Spanish America; topics vary. Prerequisite: SPA 202 or permission of instructor.
- 490. Seminar (3)**
Capstone presentations of research; topics include preparation for professional work in the area of Spanish language and culture. Prerequisite: Senior standing in SPA or permission of instructor.



College of Business

Dr. Carol L. Karnes

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College Mission Statement

The College of Business produces professionally-prepared graduates, grounded in the liberal arts, ready to serve God, family, employer, and community. The College fulfills the University's mission by challenging business students in an atmosphere which affirms the teachings of Jesus Christ. This is accomplished by an enhanced curriculum in the business disciplines. The curriculum provides students with the knowledge and applications needed to make decisions and solve problems in a rapidly changing world. Faculty emphases are in the areas of instruction, advising, role modeling, scholarship, and integrating faith and learning, all of which leads to teaching excellence. This is enhanced by a philosophy of "The Place to Prepare."

Faculty

Kyle Anderson, Professor of Accounting

Dr. James Davis, Professor of Accounting

Dr. Miren Ivankovic, Associate Professor of Finance and Economics

Valerie Johnson, Instructor of Health Services Management

Dr. Carol Karnes, Professor of Management

Dr. Joseph Spencer, Associate Professor of Marketing

Dr. William Laing, Assistant Professor of Management

Dr. Danny Rhodes, Associate Professor of Management

Valerie Owens, Instructor of Computer Information Systems

Greg Silver, Instructor of Computer Information Systems

The College of Business sponsors a SIFE (Students In Free Enterprise) Team. SIFE is a global non-profit organization active on more than 1,400 university campuses in 48 countries. The AU SIFE team creates economic opportunities in the Anderson community by organizing outreach projects that focus on market economics, entrepreneurship, financial literacy, success skills, and business ethics. More information about SIFE can be found at www.SIFE.org.

All business students are admitted to the major as pre-business students. After successful completion of six introductory courses with a minimum GPA of 2.5 in these courses, the student may apply to the college for full acceptance into the major. The student completes an "Application for Admission to the Business Major" form with his/her advisor and obtains the signature of the College Dean. For each concentration these courses include the following:

Accounting – ACC 201, 202, CIS 120, ECO 211, 212, MAT 113

Computer Information Systems – ACC 201, 202, CIS 120, 202, 203, ECO 211

Finance/Economics – ACC 201, 202, CIS 120, ECO 211, 212, MAT 113

Human Resource Management – ACC 201, 202, CIS 120, ECO 211, MAT 113, PSY 101

Management – ACC 201, 202, CIS 120, ECO 211, MAT 113, PSY 101

Exit exam. All business students must take the Major Field Exam in Business provided by Educational Testing Services as a graduation requirement. This is a comprehensive exam covering all of the major business disciplines. The exam is taken as part of the Senior Seminar (BUS 490) course.

Common business core. All concentrations include the following common professional courses: ACC 201, 202, BUS 230, CIS 120, ECO 211, 212, MKT 331, MGT 341, BUS 351 or MGT 410, FIN 310, CIS 352, BUS 490 and 495.



Accounting (ACC)

201. Principles of Accounting 1 (3)

Topics include the accounting cycle, accounting for service and merchandising enterprises, preparation and use of financial statements, receivables and payables, deferrals and accruals, plant assets, and accounting systems. Prerequisites: Sophomore standing or permission of the instructor. (Fall and spring)

202. Principles of Accounting 2 (3)

Continuation of ACC 201; topics include accounting principles, partnerships and corporations, control accounting, decision making, managerial accounting, and financial statement analysis. Prerequisite: ACC 201. (Fall and spring)

305. Cost Accounting (3)

Cost accounting for production management; topics include cost systems for internal control, standard cost, inventory planning and control, capital budgeting, and relationship between cost accounting and other quantitative areas. Prerequisite: ACC 202. (Spring)

310. Intermediate Accounting 1 (3)

Study of financial accounting theory and practice related to generally accepted accounting principles; emphasis on the balance sheet and the income statement. Prerequisite: ACC 202. (Fall)

311. Intermediate Accounting 2 (3)

Continuation of ACC 310; topics include liability section of the balance sheet relative to generally accepted accounting principles, preparation and analysis of the statement of cash flow, income determination, inter-period tax allocation, and special issues such as pensions and leases. Prerequisite: ACC 310. (Spring)

330. Introduction to Taxation (3)

Introduction to concepts and methods of determining tax liability of individuals, corporations, partnerships, and estates; emphasizes existing federal and state laws and points encountered by the typical business. Prerequisites: ACC202 or two MGT classes (Fall)

401. Auditing (3)

Study of the installation, use, and effect of internal control systems; topics include ethics, legal liability, the audit of electronic data processing systems, the audit application of statistical sampling, the reporting function of the independent auditor, and internal auditing. Prerequisite: ACC 311. (Spring)

410. Accounting Information Systems (3)

Study of the skills, tools, and procedures needed properly to evaluate Electronic Data Processing controls; topics include the accounting, ethical, and legal considerations that should be integrated into the design of business accounting and auditing systems. Prerequisite: ACC 202. (Spring)

435. Advanced Accounting (3)

Specialized aspects of financial accounting, including business combinations, reorganizations and liquidations, emerging practices and developments in financial accounting, and accounting and reporting practices for governmental and not-for-profit entities. Prerequisite: ACC 311 (Fall)

- 492. Current Topics in Accounting.** (3)
Examination of various topics related to current research and issues regarding accounting.
Prerequisites: Senior standing and permission of the instructor.

Business (BUS)

- 210. Students in Free Enterprise (SIFE)** (1)
SIFE gives students the tools to learn the free enterprise system in a real working situation. This class challenges students to take what they are learning in the classroom to better their community. Students will design and implement projects that demonstrate how the free enterprise system works. Students may enroll for multiple credits up to four total credit hours. The course is open to all majors. (Fall and spring)

- 220. Personal Financial Planning** (3)
Introduction to personal financial management; topics include requisite financial records, personal financial planning, investments, insurance, home ownership, interest rates, borrowing, tax preparation, and recent consumer legislation. (Spring)

- 230. Business Statistics.** (3)
An application oriented course in how to use statistics in business situations. Topics include graphical descriptions of data, how to collect and accurately sample populations, discrete and continuous probability distributions, hypothesis testing, testing sample means, ANOVA analysis, Chi-Square applications, regression and correlation, and time series forecasting. Prerequisite: MAT 101 or 500+ on SAT. (Replaces MAT 203 for business majors)

- 301. Business Communications** (3)
Introduction to business communications with extensive practice in different types of business writing and speaking, focusing on the more common types of communication, such as letters, memos, interviews, and shorter reports. (Same as ENG 301)
Prerequisites: ENG 101, 102. (Fall and spring)

- 351. Legal Environment of Business** (3)
Study of law and society, government and business, contracts, agency and employment, according to the Uniform Commercial Code. (Spring)

- 401. International Business** (3)
Introduction to the nature and importance of international business, the international monetary system, and forces within the foreign environments and their effect on business practices are included; trends of international companies are studied. Prerequisites: MGT 341 and MKT 331. (Spring)

- 410. Entrepreneurship** (3)
Study of logistics and problems associated with developing a business plan, launching a new business and managing that business. Prerequisites: CIS 120, one ACC course, one ECO course, MKT 331, MGT 341.

- 490. Senior Seminar in Business** (3)
Application of economic, accounting, marketing, and management theories and ethical principles to solve current business problems; methods include group and individual learning activities to develop successful strategy and analysis techniques. Prerequisite: FIN 310, CIS 352, or permission of instructor. (Fall and spring)

- 492. Current Topics in Business Management** (3)
Examination of various topics related to current research and issues regarding business management. Prerequisites: Senior standing and permission of the instructor.
- 495. Business Internship** (3)
Supervised experiential learning and research in various areas of business are combined for aiding the transition to the workplace. Prerequisites: Business senior, admitted to business major, or permission of instructor. (Fall)

Computer Information Systems (CIS)

- 120. Introduction to Information Processing Systems** (3)
Introduction to basic microcomputer concepts and applications; emphasis on the utilization of information processing systems in business. Topics include word processing, spreadsheet creation, database development, presentation graphics, electronic mail, and Internet. (Fall and Spring) (Replaces CS 120)
- 202. Computer Science I** (4)
This course is intended to introduce students to computer programming as a method for solving problems. A high-level computer language will be used to introduce structured, event-driven, and object oriented programming techniques and their application to common problems. Prerequisites: CIS 120, MAT 101. (Fall) (Replaces CS 102)
- 203. Computer Science II.** (4)
This course builds on the concepts taught in CIS 202. It emphasizes the development of application programs using object oriented programming techniques. Topics include object oriented program development, elementary data structures, database programming, and other advanced programming concepts. Prerequisite: CIS 202. (Spring) (Replaces CS 103)
- 310. Introduction to Database Management Systems** (3)
Study of techniques for designing and developing a database to support a business and basic techniques for using and implementing systems using the client/server approach; practical experience includes a project involving object-oriented methodology during initial development phases, and a relational database during the implementation stage. Prerequisite: CIS 202. (Fall)
- 330. Telecommunications and Networking** (4)
Introduction to network design and operations with emphasis on client/server PC networking; topics include data communications/telecommunication concepts, components, architecture, protocols, and standards for message movement within an information network. Special course fee \$50.00. Prerequisites: CIS 202 and MAT 113. (Fall) (Replaces CS 330)
- 352. Management of Information Systems.** (3)
Introduction to the management aspects of information technology; topics include an introduction to the System Development Life Cycle; alternatives for hardware, software, data, personnel and procedures; operating systems; database management systems; and electronic commerce. Cases and current topics addressing the role and the usage of information technology are also used. Prerequisite: CIS 120. (Spring) (Replaces CIS 452)
- 490. Information System Analysis, Design, and Implementation.** (3)
Study of organizational efforts to analyze, design, and implement information systems;

topics include design of computer-based solutions to individual and organizational problems; analysis of subsystems user interfaces, hardware/software selection and evaluation, and system implementation; and exploration of the interface between systems/individuals and systems/organizations. Prerequisites: CIS 310, 352. (Spring)

492. Current Topics in CIS I (3)

Examination of various topics related to current research and issues regarding computer science and/or computer information systems. Prerequisites: CIS 310, 203, or instructor's permission. (Replaces CS 492)

494. Current Topics in CIS II. (3)

Examination of various topics related to current research and issues regarding computer science and/or computer information systems. Prerequisites: CIS 492 or instructor's permission.

Economics (ECO)

200. Economic Concepts (3)

Comprehensive study of micro- and macro-economic topics for non-business majors. Cannot be taken if the student has previously completed ECO 211 or 212. (Fall)

211. Principles of Microeconomics (3)

Study of the economic decision making of firms and individuals in a market setting; topics include basic economic concepts, product markets, factor markets, and micro- economic issues. (Fall)

212. Principles of Macroeconomics. (3)

Study of output, employment, income, and price in the economy; topics include basic economic concepts, macroeconomic issues, and international economics. Prerequisite: ECO 211. (Spring)

301. Money and Banking. (3)

Study of the relation of money to prices, employment and business activity; topics include analysis of money and capital markets, interest rate determination, the Federal Reserve structure and monetary control, current policies and their impact on the future. Prerequisites: ECO 211 and 212. (Fall)

310. International Trade (3)

Study of the functioning of the international economy; topics include theoretical principles that govern international trade, empirical evidence of world trade patterns and policies in industrialized and developing nations, balance of payments, trade deficits and surpluses, and exchange rates. Prerequisite: ECO 211.

320. Labor Economics (3)

Study of the organization, functioning, and outcomes of labor markets; the decisions of prospective and present labor market participants; and the public policies which relate to the employment and payment of labor resources. Prerequisites: ECO 211, 212.

330. Economics of Government Regulation (3)

Study of the role of government in market economies; topics include process of taxation, financing government spending through the bond market, and behavior of politicians. Prerequisites: ECO 211.

340. Intermediate Microeconomics (3)

Analytical study of the basic concepts of value and distribution under alternative market conditions (free markets, monopoly, oligopoly and monopolistic competition).

Prerequisites: ECO 211, 212 or permission of instructor. (Fall)

350. Intermediate Macroeconomics (3)

Analytical study of a society's aggregate production and the resulting problems of inflation and unemployment produced by business cycles. Statistics (GDP and the CPI) and theory will be included. Prerequisites: ECO 211, 212 or permission of instructor.

410. Business Regression Analysis (3)

Introduction to single equation least squares estimation and some elements of time series analysis; topics include ANOVA, autocorrelation, dummy variables, heteroscedasticity, and multicollinearity. Prerequisites: MAT 113, 114, and BUS 230. (Spring)

492. Current Topics in Economics (3)

Examination of various topics related to current research and issues regarding economics.

Prerequisites: Permission of the instructor.

Finance (FIN)

310. Financial Management I (3)

Introduction to the management of a firm's financial resources; topics include analysis of financial statements and cash flows, financial markets and institutions, risk and return analysis using the capital asset pricing model, time value of money, stock and bond valuation, the cost of capital and an introduction to capital budgeting. Prerequisites: ECO 211 and 212, ACC 202, and BUS 230. (Fall)

311. Financial Management II (3)

Continuation of FIN 310; topics include in-depth analysis of capital budgeting, strategic financing decisions such as capital structure, tactical financing decisions such as issuing securities and lease financing, working capital management, and special topics in derivatives, bankruptcy, mergers, and leveraged buy-outs. Prerequisite: FIN 310 or permission of instructor. (Spring)

320. Investment Analysis (3)

Introduction to the essentials of investing; topics include taxonomy of investing terminology, risk and return, efficient diversification, capital asset pricing, the efficient market hypothesis, fixed income securities, macroeconomic and industry analysis, equity valuation, financial statement and technical analysis, along with futures and options markets. Prerequisite: FIN 310 or permission of instructor.

410. Basics of Options, Futures and Other Financial Derivatives (3)

Study of options, interest rate swaps, interest rate futures, stock index futures and foreign exchange futures from applied and theoretical perspectives. Prerequisite: FIN 311.

492. Current Topics in Finance (3)

Examination of various topics related to current research and issues regarding finance.

Prerequisites: Permission of the instructor.

Health Services Management (HSM)

- 110. Introduction to Health Services Management. (3)**
An introduction to health services, health care organizations, and policy making in the United States. Emphasis will be on the current issues in U.S. health policy, the present organization of the U.S. health care system, and professional and clinical specialties in health service settings.
- 120. Principles and Methods of Epidemiology. (3)**
A study of the determinants of the distribution of health and disease in community populations. Research includes the causes of disease, the advancement and evaluation of disease prevention methods, and the planning and evaluation of public health effectiveness. Employing quantitative methods (biostatistics), topics will include comparative measure of disease frequency, contingency table analysis, logistic regression and survival analysis. Prerequisite: BUS 230.
- 220. Strategic Management for Health Care Organizations. (3)**
Includes organizational characteristics of primary, secondary, and tertiary health delivery system, as well as ambulatory, acute, and long-term care facilities. Management issues and strategies involving governance, clinical services, human and fiscal resources, community-based services, and all facets of risk management including risk financing, loss prevention, and loss control. Prerequisites: HSM 110, MGT 341.
- 310. Health Economics and Policy (3)**
Alternative forms of market contracting and organizational structures as methods of governance are interpreted and the role they play in the evolving health insurance and health care systems is examined. Theoretical topics include vertical integration, relational contracting and network forms of organization, principal-agent problems, the dynamic capabilities of firms, quality, and the implications of nonprofit, for-profit, and public ownership. Applied topics include managed integrated delivery systems, organizational chains and franchising, and HMOs. Prerequisites: ECO 211, 212, HSM 110.
- 311. Health Insurance. (3)**
Examination of the concerns and practices of private health insurance, the relationships and activities established by the insurance contracts among the insurer, insured, and providers. Topics include the insuring process of marketing, underwriting and pricing, the interrelationships of private and public insurance programs, and the varied government activities related to insurance. Prerequisites: CIS 120, MAT 113, ECO 211, MGT 341.
- 320. Ethical and Legal Issues in U.S. Health Care (3)**
A course for non-lawyers in legal issues in the organization and delivery of health care which include regulation, fraud and abuse, physician arrangements, Medicare, managed care, privacy, malpractice, patient dumping, and contracts. Case studies, including an extended contract negotiation and medical-legal cases, will focus on the application and communication of legal principles in complex but common health care decision-making situations. Prerequisites: HSM 110, BUS 351 or MGT 410.
- 330. Hospital Management. (3)**
Aims to develop the ability to think analytically and to handle the management and development issues faced by hospital managers. Designed to provide knowledge and skills in functional areas such as quality, finance, personnel, marketing, management information systems, and services planning. Students are trained in leadership and problem solving to enable them to coordinate day-to-day patient care activities and provide direction to the administrative team. Prerequisites: MGT 341, MKT 331, ACC 202.

- 410. Seminar in Health Services Management. (3)**
An interdisciplinary approach to health and medicine. Topics will include the financing and organization of health care, medical manpower, medical malpractice, technology assessment, prevention, mental health, long-term care, and quality of care. Prerequisite: Senior status.
- 420. Research and Practice in Health Services Management (3)**
Students carry out a research project, perform a policy analysis or conduct a management study on behalf of an individual or institutional sponsor. Students work with sponsors to develop individual projects. Prerequisite: Senior status or permission of instructor.
- 430. Practicum/Field Work in Community Health Care Organizations (3)**
Students gain experience in community health activities in agencies delivering and planning health services. Agencies may include neighborhood clinics, health planning bodies, medical practice settings, public health agencies, special problem clinics and facilities, environmental programs and services. Prerequisite: Senior status or permission of instructor.

Management (MGT)

- 341. Principles of Management. (3)**
Analysis of the role of management in an organization; topics include theories of management; leadership; social responsibility of management; functions of management in planning, supervision, communications, budget control, quality control, and resources development. Prerequisite: PSY 101 or SOC 101 (Fall and spring)
- 343. Management of Human Resources (3)**
Introduction to supervision of human resources in business; topics include the process of hiring and training employees and evaluating performance; compensating employees; organizing, motivating, and directing workers; maintaining discipline and resolving conflict. Prerequisite: MGT 341. (Spring)
- 410. Employment and Labor Law (3)**
Survey of legal issues impacting various human resource functions; topics include equal employment opportunity; hiring, developing, promoting, and compensating employees; benefits; sexual harassment; labor relations; and occupational safety; congressional involvement with labor issues and laws affecting unionization; development of employment law; jurisdiction of federal and state agencies; and the rights and responsibilities of employers and employees. Prerequisite: BUS 351 or MGT 343. (Spring)
- 441. Management of Organizational Behavior. (3)**
Analysis of the theory of organizations, the structure and setting in which work takes place, and individual and group behavior within organizations; emphasis on skills needed for leadership. Prerequisite: MGT 341. (Fall)
- 443. Leadership (3)**
This course is designed to provide students with an understanding of various theories and concepts of leadership. Moral and ethical issues will be examined as students focus on how to be effective leaders. Students will apply knowledge gained in analyzing case studies and resolving real world issues pertaining to leading themselves, subordinates, teams, and organizations.

451. Operations Management (3)
 Survey of production-operations functions including basic procedures and techniques in the design and analysis of operating systems; topics include product planning, competitive priorities, forecasting, process design, technological choices, work measurement, capacity, production plans, inventory systems, quality management, and quality control. Prerequisites: MGT 341, BUS 230.

469. Service Quality Management (3)
 Study of philosophy and style of management that service-producing organizations can use to gain competitive advantage. Topics include strategies for developing and designing service operations, managing supply and demand, the service supply chain, and quality solutions for service-providers. Prerequisite: MGT 341. (Fall)

479. Quality Management. (3)
 Study of fundamental management techniques, existing and innovative improvement efforts, and specialized technical skills in a structure focused on continuously improving all processes within organizations - both service and manufacturing. Prerequisites: MGT 341 and BUS 230.

Marketing (MKT)

331. Principles of Marketing. (3)
 Study of the basic principles, methods, and problems in planning, pricing, promotion, and distribution of goods and services. (Fall and spring)

334. Consumer Behavior (3)
 Study of the decision-making process of consumers in the response to marketing and promotional objectives and activities; pertinent concepts from behavioral sciences are examined to assist in analyzing consumer decision-making. Prerequisite: MKT 331.

413. Advertising and Promotion (3)
 Study of the principles and practices in advertising; development of knowledge and skills necessary for executing professional promotion of goods and services. Prerequisite: MKT 331.

433. Marketing Management. (3)
 Case study analysis of the types of problems in the field of marketing; skills necessary for solving problems and making decisions. Prerequisites: ECO 211 and MKT 331.



College of Education (Undergraduate Studies)

Lee C. Rawl, Ed.D., Dean of the College of Education
Danny L. Hawkins, Ph.D., Associate Dean, College of Education
Margaret Hicks, Coordinator of Community Partnerships
Larry Knighton, Ed.D., Director of Teacher Education
Charles A. Wooten, Ed.D., Campus Director, Teaching Fellows

Patricia Day, Administrative Assistant (undergraduate studies)
864-328-1764 or pday@andersonuniversity.edu

College Mission Statement

The College of Education at Anderson University is founded on Christian principles and seeks to prepare quality teachers who are builders of knowledge, values, and community in PreK-12 settings. The core of basic preparation includes a strong academic knowledge base with multiple field experiences that fosters practical application of theory and content. To accomplish its mission, the College offers degree programs at the Bachelor's level that lead to teacher certification.

Faculty

Dr. Jane Cahaly, Assistant Professor of Education
Dr. Danny Hawkins, Chair, Department of Elementary Education and Associate Professor of Education
Ms. Margaret Hicks, Instructor of Education
Dr. Don Keller, Assistant Professor of Education
Dr. Larry Knighton, Assistant Professor of Education and Director of Teacher Education
Dr. Linda McCuen, Chair, Department of Special Education and Assistant Professor of Education
Dr. Janet E.D. Miller, Assistant Professor of Education
Ms. Lois Oldenburg, Instructor of Education
Ms. Lynette M. Pannell, Instructor of Education
Dr. Lee Rawl, Assistant Professor of Education
Ms. Patrice Shearin, Assistant Professor of Kinesiology
Dr. Margaret Walworth, Assistant Professor of Education
Dr. Susan Wilk, Chair, Department of Secondary Education with K-12 Studies and Associate Professor of Education

Teacher Education Program

The Teacher Education program offers a comprehensive and systematic sequence of courses and field experiences designed to develop the knowledge and skills necessary for effective teaching. The basic purpose of the Teacher Education Program is to prepare individuals to be certified as teachers in early childhood and elementary settings, in certain subjects in secondary schools (9-12), and in other subjects in kindergarten through grade 12. Through the educational process of the Teacher Education Program, teacher candidates become competent builders of knowledge, committed builders of community, and caring builders of values. From these three guiding principles emerge the professional competencies expected of all persons who complete the program. Along with these professional competencies, a desired set of student learning outcomes is achieved through the application of research, theory, pedagogy, and practice. The responsibility for initial teacher preparation is shared by the entire University.

The fundamental goals of the Teacher Education Program include the following: 1) Providing an environment that shapes and affirms the importance of Knowledge, Community, and Values; 2) Modeling the teaching/learning attitudes and skills of professionals who are caring, committed, and competent; 3) Developing a curriculum for teacher candidates that specifically addresses beliefs, attitudes, and knowledge requisite for caring, committed, and competent teachers; 4) Using formative and summative evaluation to develop and assure the competence of students in the learning outcomes specified; 5) Exploring, developing, and refining the performance standards of effective teachers as outlined in ADEPT; and 6) Understanding the School-to-Work Transition Act of 1994 and its components.

These goals are achieved by a curriculum that is based on theory, pedagogy, practice, and research. The Teacher Education Program provides courses of study leading to certification in Art (Grades K-12), Early Childhood/Elementary Education (Grades PK-6), Elementary Education (Grades 2-6), English (Grades 9-12), Mathematics (Grades 9-12), Music - Vocal/Choral or Instrumental (Grades K-12), Physical Education (Grades K-12), Social Studies (Grades 9-12), and Special Education: Learning Disabilities/Elementary Education (Grades K-12). Students receiving a degree from Anderson University and who wish to be certified to teach in public schools pursue either a B.S. degree in Early Childhood Education with Elementary Education, Elementary Education, Biology, Math, Physical Education and Special Education: Learning Disabilities with Elementary Education; the B.A. degree in Art, English, Spanish and Social Studies; or the B.M.E. degree for those studying to be certified to teach music (K-12).



Baccalaureate degree recipients who wish to prepare for teacher certification must complete an individualized program prescribed by the Director of Teacher Education. (See "Teacher Education Program Policies" in the Academic Policies section of this catalog for further details.)

A Program Completer is a student who has met all the requirements of the Anderson University Teacher Education Program for teacher preparation and graduation. Anderson University does not require the passing of Praxis II in order to graduate. The SC State Department of Education requires the passing of Praxis II and the Principles of Learning and Teaching exam before receiving initial certification.

Teacher Education Program Policies

Students must be admitted into the Teacher Education Program one full semester prior to the semester in which they are enrolled in student teaching. Students who already hold a bachelor's degree and are seeking to fulfill requirements for certification as teachers must adhere to the same regulations as degree-seeking students. In order for these students to be recommended to the South Carolina Department of Education for certification by Anderson University, they must meet the following requirements: Those seeking certification in early childhood, elementary, and special education must complete at least 30 semester hours in professional education courses, including student teaching, at Anderson University. Students seeking certification in art, biology, English, Spanish,

math, music, physical education, or social studies must complete a program at Anderson University in the teaching field and in professional education courses, including student teaching, prescribed by the Director of Teacher Education and the appropriate department chairperson. The prescribed program must include a minimum of 30 semester hours earned at Anderson University. All education majors are mandated by the South Carolina Department of Education to complete a minimum of 100 hours field experience. Students are responsible for their own transportation to and from these field experiences and Anderson University assumes no responsibility or liability for accidents or injuries that might occur.

Students pursuing programs leading to certification as teachers are responsible for creating and maintaining a professional portfolio that will be submitted at predetermined intervals. A portfolio workshop will be conducted twice each semester by the Director of Teacher Education. Students are encouraged to attend one of these workshops prior to submitting a portfolio and completing the required teaching audition for entry into the Teacher Education Program. Students completing their student teaching experience will submit their completed portfolio for review by university supervisors involved in the student teaching experience.

Requirements for admission to and retention in the Anderson University Teacher Education Program include the following: (1) passing score on all three parts of the State's Basic Competency Exam (Praxis I), which must be completed prior to participating in the teaching audition; (2) credit for 45 semester hours with a cumulative 2.5 GPA; (3) a grade of "C" or higher in ENG 101, 102, SPE 102, EDU 111, EDU 195, and EDU 295; (4) a teacher candidate portfolio that has passed with a satisfactory rating; (5) completed application for admission to the Teacher Education Program; (6) successful completion of a teaching audition; (7) maintain a 2.5 GPA to remain in the Teacher Education Program and to be recommended for certification following graduation; (8) acknowledge being informed of the SC Code of Conduct for teachers; and (9) evidence of emotional and physical ability to carry out the tasks of teaching.

Any student whose GPA falls below 2.5 after being admitted to the Teacher Education Program will be placed on probation for one semester. No student will be placed in student teaching if the grade point average is below 2.5. During a probation semester, a student is permitted to register for professional education courses except for student teaching. If the GPA falls below 2.5 for two consecutive semesters, the student is removed from the Teacher Education Program, will not be permitted to register for any additional professional education courses, and must apply for readmission to the Teacher Education Program, following the same process as initial admission, including an audition. The student may appeal the suspension following the policy as outlined in the catalog, with the exception that the appeal must be initiated with the Director of Teacher Education.

Students pursuing teacher certification may not register for professional/upper division education courses until they have been admitted to the Teacher Education Program. A student admitted to the Teacher Education Program must complete all requirements listed in the Teacher Education Handbook before starting student teaching.

Because of the complexity and length of the Teacher Education Program, the University cannot guarantee that all students will be able to get all of the courses needed in eight semesters. Therefore, attendance at summer school or at one or more additional semesters might be necessary for some students.

Upon successful completion of all state requirements for initial certification, the teacher candidate is viewed as a program completer and is recommended for initial certification to the South Carolina State Department of Education. A student who has been admitted to the Teacher Education Program but later decides not to seek certification or is deemed

unqualified to be recommended for certification or does not complete student teaching with a grade of "C" or higher may be allowed to complete degree requirements without recommendation as a program completer by Anderson University for certification by the South Carolina State Department of Education. If a grade of "D" is earned in student teaching, this grade may count in determining the total number of hours earned for the degree. The student must sign a waiver specifying understanding that no recommendation by Anderson University for certification will be made. Only under unusual circumstances will a student who earns a "D" or an "F" in student teaching be permitted to repeat the course. A decision to permit a repeat will be made only if there is consensus among the faculty who have taught the student in professional education courses that the student possesses the skill, knowledge, and dispositions necessary for successfully completing student teaching. If a student cannot complete student teaching because of illness or other extenuating circumstances, an incomplete grade may be assigned allowing completion of the course in a subsequent semester. The Director of Teacher Education must approve a request for an incomplete grade in student teaching. A student will be allowed to withdraw from student teaching by following institutional policy for withdrawing from courses.

Students Who Are Seeking Teacher Certification Only

Students seeking a teaching certificate must meet all University, state, regional, and national standards that traditional students are required to meet. All students must be formally admitted into the Teacher Education Program and must complete the following: (1) present official transcripts from an accredited degree granting institution; (2) have their transcript(s) reviewed by the Director of Teacher Education and the Department Chairperson in which the student is seeking a credential to teach; (3) have in the permanent file a signed statement from the Director of Teacher Education and the specific Department Chairperson to indicate an agreement with the program of study; and (4) must be accepted into the Teacher Education Program after meeting all admission guidelines as outlined in the catalog.

An Individual Program Worksheet will be kept on file in the departmental office of the program of study. The Director will serve as the advisor for each candidate until admission into the program. At this point the student will become the responsibility of the Department Chairperson for the area in which the student is seeking certification to teach. The student is responsible for presenting course descriptions of any courses taken at other institutions not accepted in transfer so that a determination may be made as to the correlation of program requirements and any additional course transfer(s). The decision will be made by the Director of Teacher Education in consultation with Department Chairperson. Should the student not have the required 2.5 GPA with the undergraduate degree, the student may take an additional 12 hours of general education courses to establish a 2.5 GPA at Anderson University. The courses will be determined by the Director of Teacher Education and the specific Department Chairperson.

In-service teachers may elect to add certification to their current certificate in any of the State approved programs. See the Director of Teacher Education for details.

Time Between Completion of Coursework and Student Teaching

A student who has all coursework completed toward a teaching degree or teaching certification may have up to four semesters from the time of completion of coursework to enroll in student teaching. To enroll, the student must receive permission from the Director of Teacher Education. After the fourth semester, the following conditions for student teaching must be met: (1) permission from the Director of Teacher Education and the Teacher Education Committee; and (2) meet the requirements of the current catalog for the education area in which certification is being requested.

Education (EDC, EDE, EDS, EDU)

Please take note of the course prefixes for each major when registering. Most Education courses will be listed as EDU with the exception of some courses in the following majors:

Early Childhood – EDC, Elementary – EDE, Special Education – EDS.

101. Teacher Cadet (3)

Students enrolling in this course must have previously been accepted in the Teacher Cadet course at their respective high school and must have met the criteria for admission according to guidelines established by CERRA (Center for Educator Recruitment, Retention, and Advancement). This course is designed to introduce high school students to the role of the teacher and the teaching profession. Students receive 3 hours elective credit for this course.

111. Introduction to Education (3)

Introduction to the teaching profession; history and philosophy of education; organization and operation of schools and school districts; local, state, and federal roles in controlling and supporting education; and recent issues in United States education. Co-requisite: EDU 195.

195. Field Experience #1 (1)

Teacher candidates engage in teaching and learning in order to reconcile theory with practical experiences. Placement in actual school situations to reconcile college study with real-world occurrences. Co-requisite: EDU 111.

196. Teacher Cadet Credit. (1)

Students completing a qualified South Carolina Teacher Cadet course (non-college credit) with a grade of "B" or better may receive one hour of credit for EDU 196 upon successful completion of EDU 195; must apply for credit through the Teacher Education office. A student may receive credit for EDU 196 or EDU 101 only.

201. The Young Child: Discipline, Growth and Development (3)

Study of growth and development from birth through eight years, including risk factors, developmental variations and patterns of specific disabilities, from cognitive, language and literacy, social/emotional, physical, and psychosocial perspectives. Field placement required. Prerequisite: PSY 101.

206. Nature of the Exceptional Child (3)

Survey of atypical children including the gifted, with emphasis on nature, cause, and programming needs; other educational issues will be addressed. Field placement required.

211. Educational Psychology (3)

Study of the interrelationships of growth, development, and learning; topics include theories of physical and cognitive development, learning theories, methods and modes of teaching, testing and measurement, classroom management, and research. (Formerly numbered Edu. 411.)

220. Technology for Pre-Service Teachers (3)

Integration of technology into the classroom to improve student learning through the use of tools and strategies designed to meet curriculum standards and enhance learning by creating units for classroom use. Prerequisites: EDU 111 and EDU 195.

- 251. Curriculum and Instruction for Secondary Education** (3)
Introduction to basic concepts for secondary education lesson planning, learning objectives, instructional strategies commensurate with the state teacher evaluation model, applied methodology in the content areas, and the needs of a diverse population in the classroom; topics include examination of state standards, curriculum guides, and related materials. Field placement required. Prerequisites: EDU 111, 195, and C or better in 295.
- 260. Health and Physical Education for the Classroom Teacher** (3)
Study of foundations of health and physical education instruction relevant to the classroom teacher; topics include: mental and emotional well-being, nutrition, personal fitness, diseases, substance use/abuse, liability/safety issues, movement concepts, age-appropriate motor skill development, games and classroom activities, and integration. Field placement required.
- 275. Teaching Fellows** (5)
Study of different leadership techniques and styles. Prerequisite: Admission to Teaching Fellows program.
- 295. Field Experience #2** (1)
Observation, lesson planning and delivery, and reflection on various instructional strategies under the supervision of a certified teacher; service learning projects will be completed with children and youth in an educational setting. Prerequisite: "C" or better in EDU 111 and EDU 195, and a declared Education major.
- 321. Teaching Language Arts** (3)
Study of methods, materials, and activities for teaching language arts skills, including reading, writing, listening, talking, viewing, and visually representing. Field placement required.
- 322. Literature for Children** (3)
Intensive study of literature for elementary students, including analysis, evaluation and review of selections from American, European, and non-western cultures. Field placement required. Same as ENG 322. Prerequisite: ENG 101 and 102.
- 324. Literature for Young Adults** (3)
Intensive study of literature for middle and secondary students, including analysis, evaluation and review of selections from American, European and non-western cultures. Prerequisites: ENG 101 and 102. Same as ENG 324.
- 330. Visual and Performing Arts for the Classroom Teacher** (4)
Study of art, music, drama and dance for the classroom teacher.
- 335. Methods and Materials for Teaching Social Studies** (3)
Survey of methods, materials and current research relating to the teaching of social studies in early childhood and elementary education classrooms. Field placement required.
- 350. The Young Child: Curriculum** (3)
Study of educational programs for young children with emphasis on history of early childhood education, current trends, and issues; topics include analysis of classroom design, selection of appropriate materials for young children, instructional planning, developmentally appropriate assessment, referral sources, modifications for children with disabilities, and parent/home relationships and communication.

- 355. Methods and Materials in Early Childhood Education** (3)
Study of developmentally appropriate instructional practices for young children in kindergarten and the primary grades; topics include literacy, math, science, social studies, health/safety, art, music, drama, movement, and appropriate accommodation strategies. Field placement required. Some teachers come back to take this course alone.
- 395B. Field Experience #3 in Music** (1)
Teacher candidates study comprehensive foundations in music education that include social, psychological, and philosophical perspectives. Prerequisites: EDU 195, 295.
- 405. Professional/Classroom Portfolios** (3)
Study, research and development of professional portfolios and a classroom portfolio plan. Prerequisites: Junior or Senior standing or a Teaching Certificate/License
- 410. Classroom Management/Conflict Resolution** (3)
Study of techniques for effectively managing PK-12 classroom environments as well as conflict resolution. Co-requisite: EDU 443 for Early Childhood, Elementary and Special Education majors.
- 421. Methods and Materials for Teaching Science** (3)
Study of skills and methods of the theory and practice of teaching science, with emphasis on the content and process of science and student-centered approaches to science, including discovery, inquiry, and experimentation.
- 435. Characteristics of the Learning Disabled** (3)
Study of the cognitive, social, and emotional characteristics of the learning disabled population.
- 436. Procedures for Teaching Learning Disabled** (3)
Study of instructional strategies used in teaching and evaluating students with learning disabilities in resource and self-contained classrooms as well as general education classrooms. Prerequisite: EDU 435 or permission of instructor.
- 440. Methods and Materials for Teaching Beginning Reading** (3)
The study of various methods and materials for teaching beginning reading and the design, implementation and evaluation of a comprehensive reading literacy program PK-3rd Grade.
- 442. Methods and Materials for Teaching Transitional Reading** (3)
The study of various methods and materials for teaching the intermediate level and the design, implementation, and evaluation of a comprehensive reading literacy program. Grades 4-8.
- 443. Field Experience #3** (3)
Implementation of teaching strategies and assessment procedures for elementary, early childhood, and special education majors; supervision by college and school staff in a general education classroom. Admission to Teacher Education Program and senior standing required. Co-requisite: EDU 443.
- 451. Methods and Materials for Secondary Teaching** (3)
Study of secondary schools, the student, and the teaching and learning process. Prerequisites: C or better in EDU 195, 251, 295, and junior standing. Field placement required.

452. Content Reading in Secondary School (3)
Study of practices, materials, and diagnostic tools useful in developing effective reading techniques in middle and secondary students. Prerequisites: Junior/senior standing; C or better in EDU 251. Field placement required.

460. Assessment and Instructional Decision Making for Learning Disabilities . . . (3)
Study of and experience in using assessment strategies for screening, placement, individualized educational planning, program evaluation, and monitoring student progress with learning disabilities. Field placement required.

484/495. Field Experience #4: Directed Teaching in Special Education (12)
Learning Disabilities and Elementary
This course provides the opportunities to teach under the guidance and direction of certified, experienced classroom teachers and College supervisors. Candidates will be placed in a split student teaching experience for two seven-week periods that will provide opportunities to incorporate theory with practice. Special course fee, \$108. May be repeated only by permission of the Director of Teacher Education and the Academic Dean.

494/495. Field Experience #4: Directed Teaching in Early Childhood (12)
and Elementary School
Placement in a split student teaching experience that provides opportunities to incorporate theory with practice under the direction of classroom teachers and college supervisors. Prerequisites: "C" or better in all professional education courses and/or courses in the major. Special course fee \$108. Repeated only by permission of Director of Teacher Education and Academic Dean.

495. Field Experience #4: Directed Teaching in Elementary School (12)
Placement in a student teaching experience that provides opportunities to incorporate theory with practice under the direction of classroom teachers and college supervisors. Prerequisites: "C" or better in all professional education courses and/or courses in the major. Special course fee \$108. Repeated only by permission of Director of Teacher Education and Academic Dean.

496. Field Experience #4: Directed Teaching in Secondary School (12)
Placement in a student teaching experience that provides opportunities to incorporate theory with practice under the direction of classroom teachers and college supervisors. Prerequisites: "C" or better in all professional education courses and/or courses in the major. Special course fee \$108. Repeated only by permission of Director of Teacher Education and Academic Dean.

Physical Education (PE)

220. Teaching Sport and Physical Activity (3)

This course is designed to provide an introduction to the pedagogical process involved in successfully teaching for competency in sport and for optimum engagement in physical activity. An emphasis will be placed on basic theory related to standards-based curriculum planning, assessment, and teaching practice. Students will be required to apply the theory by planning and teaching lessons to peers or another target audience within the course. Prerequisite: PE major. Co-requisite: EDU 195.

231. Teaching Games for Understanding 1. (3)

This course is designed to provide theory and pedagogical content knowledge related to teaching invasion games for understanding with an emphasis on tactical and skill instruction. Students will apply curricular and assessment theory in multiple clinical teaching opportunities with peers and/or 4th-12th grade students in schools. This is a course in which students are able to check off sport-related skill competency (not proficiency). Pre-requisites: PE major, PE 220.

232. Teaching Games for Understanding 2 (3)

This course is designed to provide theory and pedagogical content knowledge related to teaching net and target games for understanding with an emphasis on tactical and skill instruction. Students will apply curricular and assessment theory in multiple clinical teaching opportunities with peers and/or 4th-12th grade students in schools. This is a course in which students are able to check off sport-related skill competency (not proficiency). Pre-requisites: PE major, PE 220.

263. Teaching Children How to Move (3)

This course is designed to present the theory and pedagogical content knowledge related to teaching children rhythmic activities, stunts & tumbling, and other movement skills. At least one third of the course is to be focused on dance and rhythmic activities for children, while a third should be devoted clinical teaching opportunities that emphasize the content of the course. Prerequisites: PE major, PE 220, 231, 232, KIN 260. Permission by instructor for non-majors may be possible in rare situations

323. Teaching Health Related Physical Education (2)

Students will be presented research-based theory related to lifetime physical fitness and health and will be required to teach health-related concepts and physical activity lessons to K-12 students based on the theory learned in this course. This course is only for physical education majors. Prerequisites: PE major, KIN 135, PE 231, PE 232, KIN 260.

324. Assessing Student Learning in Physical Education. (3)

This course investigates the assessment theory in physical education and provides application opportunities for students to design appropriate learning experiences that allow them to assess K-12 student learning within clinical teaching experiences. The course will focus on performance-based assessment, authentic assessment, and implementing continuous performance-based assessment. The students will be assigned to a K-12 site for at least 10 hours of clinical teaching opportunities that focus on assessment for elementary and secondary students. Pre-requisites: PE major, PE 231, PE 232, KIN 260. Co-requisite: PE 323.

333. Elementary Physical Education Methods (3)
 Introduction to teaching physical education in grades K–6 that is designed especially for the physical education student. The course focuses on movement concepts, fitness and motor development of young learners and how to organize, plan, and implement that content through activities. Prerequisite: Admission into Teacher Education Program as a PE major. Co-requisite PE 334.

334. Field Experience in Elementary School Physical Education (1)
 Placement in an elementary school setting; instructional design and delivery of age appropriate, standards-based content. Prerequisites: Admission into Teacher Education Program as a PE major. Co-requisite: PE 333.

383. Secondary Physical Education Methods (3)
 Study of content, teaching behavior, delivery of instruction, and lesson planning in the secondary school. Prerequisite: Admission to the Teacher Education Program as a PE major. Co-requisite: PE 384.

384. Field Experience in Secondary Physical Education (1)
 Application of curriculum and instructional theories and principles to students in secondary schools. Prerequisites: Admission to the Teacher Education Program as a PE major. Co-requisite: PE 383.

400. Practicum in Physical Education (1-4)
 Placement in physical education, coaching, or sport-related settings for clinical practice under the supervision of professionals and college faculty. Pre-requisites: KIN 260, PE 220, PE 231, PE 232, PE 263, PE 323, and PE 324.

403. Adapted Physical Education (3)
 Study of the historical development of adapted physical education, the IEP process, characteristics of various conditions, and the inclusive adaptations of physical education to the needs of individuals with disabilities. Prerequisites: Admission to the Teacher Education Program as a PE major.



College of Education (Graduate Studies)

Lee C. Rawl, Ed.D., Dean, College of Education

Brenda Gray, Administrative Assistant (Graduate Studies)

864-231-2143 or bgray@andersonuniversity.edu

College Mission Statement

The mission of the College of Education for Graduate Studies is to help professional educators strive for excellence both in and out of the classroom as builders of knowledge, community and values. The Graduate Studies program emphasizes a dynamic and intense study of the discipline, the generation of knowledge through research, and the application of new findings.

Faculty

Dr. Rosemary F. Schiavi, Associate Professor of Education

Master of Education Degree

Focus – The focus of the Master of Education program will be the 21st Century Classroom and the targeted audience will be certified teachers who need to take one or more courses for certification renewal and or who want to earn a Master's Degree for the improvement of classroom teaching. This program will also enable an educator to earn a Master's degree as a stepping stone to a more advanced targeted degree.

Admission to the Graduate Studies – An application for admission to Graduate Studies must be submitted to the Dean of the College of Education. The Graduate Studies Council consisting of the Dean for the College of Education, the Associate Dean for the College of Education for Undergraduate Studies, one faculty member from the College of Education, one faculty member from outside of the College of Education, the Vice President of Student Affairs and the Senior Vice President for Academic Affairs will review all applications. Candidates must meet at least the following criteria:

- A Bachelor Degree from an accredited institution;
- A minimum 2.5 GPA for the last 60 hours of coursework included in a Bachelor degree program;
- Passing score on one of the following exams: Praxis II, GRE, or MAT;
- Three letters of recommendation.

Though not required for eligibility, the following additional credentials would be highly desirable:

- Valid teaching certificate;
- 3+ years of teaching experience; and/or
- Graduate degree(s) earned from accredited institution(s). (Grades earned in a Graduate Program can be applied toward the minimum 2.5 GPA mentioned above, in addition to or instead of those grades earned for college coursework.)

All applicants must submit the following:

- Completed Graduate Studies application form and, if non Anderson University graduate, a \$50 application fee;
- Official transcripts for ALL coursework leading to completion of Bachelor and/or graduate degree(s); and
- Test score.

Tuition – The tuition charge is the basic cost of the student's education and covers the cost of instruction. It does not include textbooks and supplies, which the student purchases. Graduate courses are \$320.00 per semester hour or \$960.00 for a 3 hour course. Graduation fee is \$100.00. Caps and gowns are ordered from the University Bookstore.

Graduate School Financial Aid – At Anderson University, we believe higher education should not be a privilege reserved only for those who can afford it. The Financial Aid Office is committed to helping students find appropriate ways to finance their education.

Fully admitted, degree-seeking applicants may be considered for need and non-need Federal Stafford Loans and the Teacher Loan program. For more information on these programs, please go to the financial aid home page at www.andersonuniversity.edu/financial/.

Students interested in applying for financial awards should submit the Free Application for Federal Student Aid (FAFSA) by all applicable deadlines. The FAFSA can be completed online at www.fafsa.ed.gov.

For more information regarding financial aid, please call the financial aid office at 864-231-2020.

Time Limits – The Master of Education degree award from Anderson University indicates that our students have current useable knowledge in their field; therefore, all program requirements, including the thesis, must be completed within five (5) academic years, from the date the first courses carrying graduate degree credit application to the student's program are begun. If the student does not enroll in the term to which admitted, the student's admission status is subject to further review at the discretion of the Dean, College of Education and the Senior Vice-President for Academic Affairs. If the study for the program extends beyond three years, the student assumes the risk of having to meet new requirements.

Provisional Status – At the discretion of the Dean, College of Education, a candidate may be admitted with the relegated status of "Provisional Student." This is designated for applicants who have not yet met all the requirements for admission or those who are classified as non-degree seeking students.

In order to eventually earn full "Graduate Student" status, the degree-seeking Provisional Student must meet any special conditions attached to his/her admission by the Graduate Studies Council, no later than upon the completion of 15 credit hours of graduate credit. The Graduate Studies Council will grant full "Graduate Student" to a Provisional Student when he/she satisfactorily completes prescribed courses or otherwise removes deficiencies. (The student's grades and participation in the program courses will factor strongly in the Council's decision.)

Non-degree Seeking Student – Those students who are not seeking a Master of Education degree from the graduate program but wish to take program courses for personal or professional enrichment may enroll in a lifetime maximum of 15 credit hours. If such a student later desires to become a degree-seeking student, he/she must notify the Graduate

Studies office of his/her wishes no later than upon the completion of 15 credit hours of courses. He/she must also submit all materials required for such admission. The student will be designated as a "Provisional Student" while his application is being reviewed.

Courses of Study - The courses that are offered in the graduate program are eclectic and stand alone and one is not a prerequisite for another except for the Group III Research Courses. A student will be required to complete 33 hours of course work; of these, 6 hours may be transferred into the graduate program. No course below the 500 level will be counted toward graduate degree requirements. Courses rotate on a regular sequence to allow a candidate to complete the program in a little over two years time. The maximum time for completing the graduate program is five (5) years.

Candidates opting to write a thesis must complete the following courses:

Group 1: Required General

EDU 501, EDU 502, EDU 503, EDU 504, EDU 505

Group 2: Electives (choose three)

EDU 521, EDU 522, EDU 523, EDU 524, EDU 506

Group 3: Required Research

EDU 596, EDU 597, EDU 598

Students opting to take a comprehensive exam must complete the following courses:

Group 1: Required General

EDU 501, EDU 502, EDU 503, EDU 504, EDU 505

Group 2: Electives (choose four)

EDU 521, EDU 522, EDU 523, EDU 524, EDU 506

Group 3: Required Research

EDU 596, EDU 597

Education (EDU)

501. Current Issues in Public School Education (3)

An examination of issues and policies that directly and indirectly impact schools and communities with analysis of their relevance to the learning process.

502. Best Current Teaching Practices (3)

Strategies for effectively using teaching practices which have been proven to enhance classroom learning, including the integration of reading and writing into the discipline as well as the use of technology as a learning tool.

503. Strategies for Addressing Diversity in the Classroom (3)

An inquiry into multicultural dimensions of American education by comparison of ethnic, racial, religious, and social educational issues with regard to cultural and socioeconomic differences, including a philosophic analysis of the concept of cultural pluralism and its broad implications for American education.

504. Education of Students with Exceptionalities. (3)

Study of ethical and legal aspects of exceptional students, characteristics and needs of the exceptional students, and program development and assessment for teachers and administrators who may work with exceptional students or those preparing to develop classes for such students.

- 505. Principles of Curriculum Development** (3)
A study of the school curriculum including objectives, current issues, experimentation as well as perspective and methodology to equip one to participate effectively in curriculum development.
- 506. School and Community Relations** (3)
A study of the foundation for understanding the applications of public relations in educational institutions.
- 521. Educational Tests and Measurement** (3)
A study of the improvement through better assessment, including integrating teaching and assessment, using alternative assessment as well current state mandated and standardized tests, and effectively communicating evaluations to students and parents.
- 522. Educational Leadership** (3)
A study of administrative theory leadership principles, including the conceptual and structural organization of public education as well as educational governance at the federal, state, and local levels.
- 523. Literacy** (3)
A study of literacy development in K-12 school settings, including phonetic analysis, comprehension, the writing process, literature and curriculum based on integration approaches to instruction, and diagnostic assessment, with emphasis on current models, theories, best practices for teaching/learning as well as communication. Emphasis is placed on current models, theories, best practices for teaching/learning as well as communication through reading, writing and speaking.
- 524. Theories of Learning** (3)
Analysis and application of contemporary and historically important learning theories, including discussions of the continuously growing data base of scientific information and its impact on teaching and learning.
- 596. Statistical Research** (3)
A study of the role and application of statistical data to demonstrate the results of the research are valid and reliable.
- 597. Educational Research** (3)
A study of the significance, techniques, and analysis of research needed for current practice and future needs, including methods for conducting practical research in a school or community setting.
- 598. Thesis** (3)
Independent research on a topic related to one or more of the courses taken at Anderson University with the culminating thesis to be presented and defended before the Thesis Review Committee. Prerequisites: Successful completion of at least 21 approved graduate hours including EDU 596 (Statistical Research) and EDU 597 (Educational Research).
- 599. Continuing Research (if needed)** (1)

College of Visual and Performing Arts

Dr. David Larson, Dean and Professor of Theatre
231-2002 or dlarson@andersonuniversity.edu

Ms. Carolyn Gabbard, Administrative Assistant
231-2125 or cgabbard@andersonuniversity.edu

Mr. Ryan Ferguson, Technical Director of the Rainey Fine Arts Center
231-2114 or rferguson@andersonuniversity.edu

College Mission Statement

The purpose of the College of Visual and Performing Arts is to support the curricular offerings of the visual and performing arts degree programs and to provide a means for all Anderson University students to develop as art practitioners and consumers. The College provides an environment in which students can develop their creative potential; benefit from pedagogical instruction and critique; and display, perform or produce their work for the public. The College reaches both the university community and the greater Anderson community with culturally enriching performances and art exhibits.

Faculty

Department of Art

Mr. Nathan Cox, Associate Professor of Art
Mr. Peter Kaniaris, Professor of Art
Dr. Jo Carol Mitchell-Rogers, Chair and Professor of Art
Mr. Jeffrey Price, Associate Professor of Art

Department of Music

Dr. James Clark, Chair and Professor of Music
Ms. Deirdre Francis, Assistant Professor of Music
Dr. David Perry, Assistant Professor of Music
Dr. David Stern, Associate Professor of Music
Dr. Tommy Watson, Assistant Professor of Music
Dr. Richard Williamson, Professor of Music

Department of Theatre

Dr. David Larson, Professor of Theatre
Dr. Deborah McEniry, Chair and Professor of Theatre
Ms. Cara Wood, Assistant Professor of Theatre

Art (ART)

- 105. Foundations I** (3)6*
Initial offering of two-semester integrated studies sequence for freshmen art majors; prepares student for work at the upper levels in art and design; provides experiences addressing the four major course goals (communication, formal exploration, visual problem solving, and exploration of tools and materials). (Fall)
- 106. Foundations II** (3)6*
Continuation of topics/experiences in 105. (Spring)
- 120. Software Suite** (3)6*
Introduction to industry standard software used in both print and web design. Focus on function of individual software applications as well as how design applications work in concert. Prerequisite: Co-enrolled in ART 106. This course is for students in the graphic design concentration only.
- 151. Drafting & Presentation Methods** (3)6*
Study of fundamental elements related to developing drafting skill emphasizing the application and use of instruments in lettering, dimensioning, and working drawings for the interior designer; topics include floor plans, interior elevations, details, sections, electrical plans, and building schedules to enhance technical drawing skills.
- 195, 295, 395. Art Practicum** (1)
Experiential learning in a work setting under supervision of an art faculty member. May be repeated.
- 210. Studio Art for the Non-Major** (3)
Provides opportunities to create art, experience the way artists think, and enrich one's understanding of the visual arts. (Summer)
- 211. Art Appreciation** (3)
Introduction to the forms and processes of visual art; emphasis on understanding and appreciation of the role of the artist and the creative process; includes responses to a wide variety of art forms from a diverse range of times and cultures.
- 221. Graphic Design I** (3)6*
Introduction to graphic design with a focus on the role of the designer and the potential for communication through visual images. Prerequisites: ART 105 and ART 106 and ART 120. (Fall)
- 229. Introduction to Digital Images** (1)2*
Overview of major concepts and tools used in image manipulation software like Adobe Photoshop. Prerequisites: Art 105 and Art 106.
- 231. Art History Survey I** (3)
Study of major styles of art and architecture from prehistory to the Renaissance; includes major cultural influences on art production, analysis of individual styles and art works, examination of aesthetic criteria, and recognition of stylistic characteristics. (Fall)
- 232. Art History Survey 2** (3)
Study of major styles of art and architecture from the Renaissance to the present; includes major cultural influences on art production, analysis of individual styles and art works, examination of aesthetic criteria, and recognition of stylistic characteristics. (Spring)

- 241. Painting I (3)6***
Introduction to traditional fundamental methods of oil painting, including the historic methods of recording ideas as they relate to technique, vocabulary, and expression. Prerequisites: ART 105 and ART 106.
- 242. Drawing I (3)6***
Emphasis placed on the study of the human figure – scientifically, in terms of its structure and anatomy; artistically in terms of its potential expressively, conceptually, and compositionally; employs a variety of media and techniques. Prerequisites: ART 105 and ART 106.
- 243. Printmaking I. (3)6***
Introduction to the history and methods of creating multiple reproductions of an image; exploration of basic printmaking materials and techniques focusing on the following processes: relief, intaglio, callograph, and monoprint. Prerequisites: ART 105 and ART 106.
- 251. Fundamentals of Interior Design. (3)6***
Introduction to the application of design theory and technique with emphasis on interior design through abstract and applied projects; topics include the design process, spatial and functional analysis and design, applied human factors, behavior and perception, as well as the selection of materials and furnishings. Prerequisites: ART 105 ART 106, and ART 151.
- 253. Residential Interior Design. (3)6***
Analysis and organization of components, materials, and space relative to human scale and habitability; influence of architecture, function, and economics on the design of interior environment, with emphasis on the design process for client presentation including plans, specifications, graphics, lighting design, furnishings and material samples. Prerequisite: ART 251.
- 254. Textiles (3)**
Study of characteristic manufacturing processes and properties that affect selection and use of textiles and non-textiles, including fundamental weaves and finishes with emphasis on factors pertaining to quality and performance. Prerequisites: ART 251.
- 261. Sculpture I (3)6***
Introduction to the history and processes for creating 3D images in the visual arts, focusing on traditional methods. Prerequisites: ART 105 and ART 106.
- 262. Ceramics I (3)6***
Introduction to the historical, contemporary and craft traditions of working with clay as an art form. Prerequisites: ART 105 and ART 106 or permission of instructor.
- 264. Ceramics 2: Wheelthrowing. (3)6***
Introduction to historical, contemporary, and craft traditions of working with pottery as an art form. Prerequisites: ART 105 and ART 106 or permission of instructor.
- 271. Photography I (3)6***
Introduction to the development of basic photographic skills in black and white and digital emphasizing visual communication, personal expression, and the use of basic design elements and creativity. Prerequisite: ART 105 and ART 106 or permission of instructor.

281. Foundations of Art Education (3)

Introduction to historical, philosophical, psychological, and theoretical assumptions which underlie the field; topics include history of art education and the role of art in education today; prominent theories of cognitive and artistic development from infancy through adolescence; stages of development in children's art; current learning theory; and the fundamentals of curriculum theory and design.

321. Typography (3)6*

Study of expressive and technical requirements of working with the letterform; topics include type composition systems, type spacing, recognition of type categories, copy fitting, type specification, and the expressive capabilities of particular typefaces in particular applications. Prerequisite: ART 221. (Spring)

322. Print Production (2)4*

Survey of photomechanical processes and techniques in the modern print industry. Prerequisite: ART 321. (Fall)

323. Graphic Design 2 (3)6*

Study of graphic design in advertising and corporate design applications. Prerequisite: ART 321. (Spring)

324. Web Production (2)4*

Introduction to the production capabilities of industry standard web authoring software. Topics include: file preparation, content management, internet typography, development of user interfaces and site maps, and trouble-shooting. Prerequisite: ART 321. (Fall)

325. Web Design (3)6*

Continuation of Web Production, focusing on the development of creative visual user interfaces, intuitive navigation and more complex site maps. Students will explore new software, current and new directions in the web industry, and will publish a self-promotion site to an independent server. Prerequisite: ART 324. (Spring)

331. Modern Art History (3)

Study of the sequence of major art styles from the mid-nineteenth century to the present; topics include cultural and technical influences on art production, analysis of individual styles and art works, examination of aesthetic criteria, and recognition of stylistic characteristics. Prerequisites: ART 231 and ART 232 or permission of the instructor. (Fall)

333. Contemporary Art History (3)

A study, within the context of social, cultural, and political developments, of the major trends in the visual arts and in architecture from 1945 to the present. Topics to be covered will include, but not be limited to, abstract expressionism, neo-dada/pop, color field painting and op, minimalism, postminimalism, conceptualism, neoexpressionism, appropriation, postmodernism, Deconstructivist architecture, feminist, performance, installation/environmental and activist art.

341. Painting 2 (3)6*

Continuation of Painting I with oil and synthetic media; experiences increase knowledge of technical procedures with assignments encouraging personal exploration. Prerequisite: ART 241.

- 342. Drawing 2** (3)6*
A problem solving course, designed to expand experience with the medium of drawing, to promote experimentation with materials and techniques, and to encourage the development of personal solutions and imagery. Prerequisite: ART 242.
- 351. History of Interiors and Furnishings** (3)
Study of historic interior architecture, decoration, and decorative arts within their cultural context. Emphasis on major design characteristics, period styles, and motifs of the ancient world to the present with consideration given to designers and relationships among styles. Prerequisites: ART 151, 251, and 253.
- 352. Interior Materials & Finishes** (3)6*
Introduction to the various media and techniques used in presenting materials and finishes for client interpretation such as planning and constructing professional presentation boards and interior rendering techniques for effective communication of design solutions. Prerequisites: ART 253.
- 353. Architectural Materials & Details** (3)4*
Study of exterior and interior architectural materials and construction; topics include contemporary materials, structural elements, environmental control, and other mechanical systems of interior architecture. Prerequisites: ART 352.
- 354. Computer Aided Design for Interiors** (3)6*
Introduction to computer-assisted design and drafting for 2D and 3D illustrations with emphasis on interior design applications like architectural working drawings, elevations, perspectives, and details. Prerequisites: ART 105, ART 106, ART 151, and ART 251.
- 359. Study Tour in Interior Design** (3)
Study of art, antiques, architecture, decorative accessories, textiles, interior design and interior merchandising in New York City; experiences include lectures by recognized leaders in the field, seminars in design centers and showrooms, manufacturers, advertising agencies, interior publishers, color forecasting consultants, and field trips to furniture and textile manufacturers, and designers' showrooms as well as museums.
- 362. Ceramics 3** (3)6*
Further exploration of historical, contemporary, and craft traditions of creating wheelthrown ceramic vessels; focus on refinement of skills and the development of a personal style. Prerequisites: ART 262 and ART 264
- 363. Sculpture 2** (3)6*
Further exploration of aesthetic and technical issues of sculptural processes; focus on refinement of skills, further knowledge of contemporary and historical issues, and in-depth exploration of materials. Prerequisite: ART 261.
- 371. Photography II.** (3)6*
Knowledge and skills in advanced camera and darkroom operations and aesthetic expression, using black and white and color processes. Prerequisite: ART 271.
- 382. Elementary Art Methods** (3)
Introduction to instructional methods, materials, and assessment techniques suitable for use with elementary students; topics include instructional methods and skill development through application of a variety of media and techniques; promotion of aesthetic awareness

and creativity; classroom management and safety; relationships with other disciplines; and criteria for student assessment. Prerequisite: ART 281.

384. Secondary Art Methods (3)

Introduction to instructional methods, materials, and assessment techniques suitable for use with secondary students, including special attention to middle school students as well; topics include experimentation with a variety of materials and techniques, skill development in productive thinking, problem solving, planning, motivation techniques, instructional methods for diverse populations, classroom management and safety, and assessment. Prerequisite: ART 281.

421. Graphic Design 3 (3)6*

Study of graphic design in editorial and publication design applications. Prerequisite: ART 323. (Fall)

433. Special Topics in Art History (3)

This is an upper level directed reading and discussion seminar that will center around a selected topic in art or design history/theory. Since the content will vary, this course may be taken up to two times for credit.

439. Drawing Senior Project (3)6*

Focus on the refinement of skills, knowledge and the development of a unique personal style and professional level of craftsmanship within the discipline of Drawing. Focus on progress towards the senior exhibition and ability to sustain ongoing professional growth and self-evaluation within the discipline. Prerequisite: Senior standing and faculty approval required. **Course may be repeated for up to 6 total credits.**

441. Painting 3 (3)6*

Advanced study of traditional and non-traditional approaches in current theory and practice. Prerequisite: ART 341.

449. Painting Senior Project (3)6*

Focus on the refinement of skills, knowledge and the development of a unique personal style and professional level of craftsmanship within the discipline of Painting. Focus on progress towards the senior exhibition and ability to sustain ongoing professional growth and self-evaluation within the discipline. Prerequisite: Senior standing and faculty approval required. **Course may be repeated for up to 9 total credits.**

451. Business Principles in the Professional Practice of Interior Design (3)

Investigation of business, legal, and ethical aspects of professional practice in interior design. Prerequisites: ART 353.

452. Contract Design (3)6*

Design and space planning of interiors for commercial and institutional environments and/or historic preservation. Prerequisites: ART 451.

469. Ceramics Senior Project (3)6*

Focus on the refinement of skills, knowledge and the development of a unique personal style and professional level of craftsmanship within the discipline of Ceramics. Focus on progress towards the senior exhibition and ability to sustain ongoing professional growth and self-evaluation within the discipline. Prerequisite: Senior standing and faculty approval required. **Course may be repeated for up to 9 total credits.**

- 479. Photography Senior Project (3)**
 Focus on the refinement of skills, knowledge and the development of a unique personal style and professional level of craftsmanship within the discipline of Photography. Focus on progress towards the senior exhibition and ability to sustain ongoing professional growth and self-evaluation within the discipline. Prerequisite: Senior standing and faculty approval required. **Course may be repeated for up to 6 total credits.**
- 481. Senior Seminar in Art Education (1)**
 Examination of current trends and issues in art education; topics may include new technologies and research in the field; interpersonal and advocacy skills; relevant ethical questions and issues; art education for exceptional populations; and vocational opportunities in art therapy, museum education, and community and/or adult education. Prerequisites: ART 382 and ART 384.
- 490. Senior Seminar in Interior Design (2)**
 Examination of Interior Design topics related to ethical concerns; includes portfolio and resume development, preparations for the workforce and/or graduate studies, and conducting research and sharing the results with the class.
- 491. Senior Seminar in Studio Art (1)**
 Examination of topics related to working as a professional studio artist, including exhibiting and the development of cover letters, curriculum vitae, artist resumes, artist statements and slide portfolios, possible preparation for graduate studies. Prerequisite: Senior standing.
- 493. Senior Seminar in Graphic Design (3)6***
 Examination of graphic design topics related to ethical concerns; includes portfolio and resume development, preparations for the workforce and/or graduate studies, and conducting research and sharing the results with the class. Prerequisite: Art 42I. (Spring)
- 495. Internship (3-6)**
 Experiential learning during placement in an appropriate work setting under supervision of agency and faculty serving as the advisor. Prerequisite: Senior standing and faculty approval.
- 499. Directed Study (3) or (3)6***
 Advanced study in either a studio area or art history under the supervision of a faculty member. Prerequisite: Introductory level course in the discipline to be studied and faculty permission.

***The asterisk following the number for course credits indicates that this is a studio course. In studio courses, students are required to attend class sessions double the number of hours for which credit is received. The actual period of time in class per week is indicated by the number in parenthesis.**

Fine Arts (FA)

- 200. Experiencing the Arts** (3)
 Examination of the products and creative processes of artists and performers in the fields of music, musical theatre, theatre, and visual art; common or similar processes, media, concepts, and terminology across disciplines will be explored, as well as the creative and experiential characteristics unique to each mode of creating. (Fall and Spring)

Music (MUA, MUC, MUE, MUH, MUP, MUR, MUS, MUT)

Applied Music (MUA)

Voice

- 110. Voice** (1)
210. Voice (2)

Keyboard

- 111. Piano** (1)
211. Piano (2)
112. Organ (1)
212. Organ (2)

Strings

- 113. Guitar** (1)
213. Guitar (2)
114. Violin (1)
214. Violin (2)
115. Viola (1)
215. Viola (2)
116. Cello (1)
216. Cello (2)
117. String Bass (1)
217. String Bass (2)

Band Instruments

- 118. Flute** (1)
218. Flute (2)
119. Oboe (1)
219. Oboe (2)
120. Clarinet (1)
220. Clarinet (2)
121. Saxophone (1)
221. Saxophone (2)
122. Bassoon (1)
222. Bassoon (2)
123. Trumpet (1)
223. Trumpet (2)
124. French Horn (1)
224. French Horn (2)
125. Euphonium (1)
225. Euphonium (2)
126. Trombone (1)
226. Trombone (2)
127. Tuba (1)

227. Tuba	(2)
128. Percussion.	(1)
228. Percussion	(2)

Composition

129. Composition	(1)
229. Composition.	(2)

Church Music (MUC)

320. Hymnology.	(3)
History and development of Christian hymn texts and tunes. A selection of contemporary hymnals will be reviewed.	
321. Introduction to Church Music.	(3)
Introduction to music ministry including graded choirs, worship, hymn singing, liturgies, and administration.	
323. Introduction to Gospel and Contemporary Worship Music.	(2)
Survey and performance of Black Gospel, Southern Gospel, and Contemporary Christian music both as art forms and in relation to praise and worship. Prerequisites: MUT 203, and one of MUH 210-213. Non-music majors by permission of the instructor.	
324. Worship Leadership in Music	(3)
Study of biblical concepts of music in worship, the nature of worship, and the principles of worship, with attention to the orders, methods, and materials in planning and leading worship.	

Music Education (MUE)

112. Introduction to Woodwind/String Methods	(2)
For the vocal music education student, the course addresses fundamentals of teaching and playing woodwind and string instruments; topics include tone production, embouchure, fingerings, articulation, intonation, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.	
113. Introduction to Brass/Percussion Methods.	(2)
For the vocal music education student, the course addresses fundamentals of teaching and playing trumpet, trombone, snare drum, and bells; topics include tone production, embouchure, fingerings, articulation, intonation, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.	
114. Introduction to Percussion Methods.	(2)
Fundamentals of teaching and playing the snare drum, timpani, bass drum, cymbals, bells, and other instruments in the standard percussion section; topics include percussion notation, articulation, tuning, performance techniques, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.	
115. Introduction to String Methods	(2)
Fundamentals of teaching and playing the violin, viola, violoncello, and double bass; topics include tone production, bowing, fingerings, articulation, intonation, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.	

116. Introduction to Brass Methods (2)

Fundamentals of teaching and playing the trumpet, horn, trombone, baritone horn, and tuba; topics include tone production, embouchure, fingerings, articulation, intonation, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.

117. Introduction to Woodwind Methods (2)

Fundamentals of teaching and playing flute, clarinet, oboe, bassoon, and saxophone; topics include tone production, embouchure, fingerings, articulation, intonation, orchestration, repertoire, teaching materials, care and minor repairs. Prerequisite: "C" or better in MUT 101.

314. Elementary Music Methods (3)

Methods of instruction, planning, and presentation of appropriate content in elementary and general music. Pre-requisites: EDU 295 and admission to the Teacher Education Program for BME students; junior standing for BA students.

416. Secondary Music Methods (3)

Methods of instruction, planning, and presentation of appropriate contents in choral, instrumental, and secondary general music. Pre-requisites: EDU 295 and admission to the Teacher Education Program for BME students; junior standing for BA students.

History and Literature (MUH)**110. Music Appreciation. (3)**

Study of representative types and forms of western art music, pop music, and world music. Intended for non-music majors.

210. Musical Masterworks: Listening for Musicians (3)

Study of and experience in how to listen to western art, pop, and world music; non-music majors admitted by permission of the instructor. (Formerly MUS 210).

211. Survey of World Music (3)

Survey and analysis of a broad range of music throughout the world with an emphasis on musical cultures from North and South America, Africa, Asia, Indonesia, India, and the Mediterranean. Open to music and non-music majors. Prerequisite for non-music majors: FA 200. (Formerly MUS 211).

212. History of Jazz (3)

A survey of the history of jazz music, its culture, and its reflection of the American culture and its time; non-music majors admitted by permission of instructor.

213. Survey of American Popular Music. (3)

A survey of American popular music and its relationship to cultural and Social history and the analytical study of musical style; non-music majors admitted by permission of instructor.

325. Song Literature. (2)

Survey of representative solo vocal and solo vocal ensemble literature from Baroque to present. Prerequisites: C or better in MUT 203.

- 326. Instrumental Solo and Ensemble Literature (3)**
A survey of solo, chamber, and concerto literature for an orchestral instrument that relate to the student's performance area. Students will complete an annotated bibliography and discography of the major repertoire for their instrument(s). (Formerly MUS 326).
- 327. Guitar Literature and Pedagogy (3)**
Study of classical guitar pedagogical materials, concert/solo literature, chamber music, works for voice and guitar, and concertos. Prerequisites: C or better in MUT 203.
- 370. Music History (I) (3)**
Study of the music, styles, and literature from early Greek culture through the middle of the Baroque era. Prerequisite: MUT 103; MUH 210, 211, 212 or 213.
- 371. Music History II (3)**
Study of music, styles, and literature from the Baroque era to the present. Prerequisite: MUT 103; MUH 210, 211, 212, or 213.
- 410. Piano Literature (3)**
Survey of standard piano literature found in current concert repertoire. Prerequisite: C or better in MUT 203.

Performing Ensembles (MUP)

Ensembles are open to every student who meets the stated requirements; each course may be repeated up to a maximum of eight hours.

- 120. Anderson University Choir (I)**
Large choral ensemble open to all students by audition. Repertoire includes a variety of sacred music: hymn arrangements, anthems, spirituals, Gospel songs, and well-known choruses of classical masters. Covers fundamentals of singing and music reading. Performance requirements include two to three on-campus appearances and one Sunday in area churches per semester. Prerequisite: Audition.
- 121. Radiance (O)**
Student-run group that leads worship through Contemporary Christian, Praise and Worship, and Gospel music. Members are selected from the Chamber Singers and College Choir. Radiance makes an average of three appearances per month in area churches and denominational events October through April. Open to all upperclassmen by audition.
- 122. Anderson University Wind Symphony. (I)**
Study and performance of brass, woodwind, or percussion instruments in a wind ensemble; small chamber instrumental groups may be formed within the larger ensemble according to need and availability of personnel. Prerequisite: Audition.
- 123. Instrumental Chamber Ensemble (I)**
Small instrumental experiences with emphasis on increased knowledge of literature, the development of individual proficiency, and the development of good ensemble playing; includes special rehearsals, college, public school, church, and other performances. Various ensembles will be offered according to student interest. Co-Requisite: Enrollment in MUP 9122 (except for guitar and piano). For some students, enrollment in other ensembles may also be required. Please see Director of Instrumental Activities for information.
- 125. Anderson Symphony Orchestra (I)**
College/Community orchestra open to those with a background in orchestral playing;

string instrumentalists must choose this ensemble for their primary ensemble.

Co-Requisite: Audition and enrollment in either MUP 9122 (Wind and Percussion) or MUP 9123 (Strings)

126. AU Ensemble (I)

Study and performance of contemporary black gospel music, pop, show music jazz and blues idioms, spirituals, and church music; includes concerts on campus and in churches.

Prerequisite: Audition.

127A. Anderson University Chamber Singers. (I)

This 25-30 voice ensemble performs sophisticated choral music. The group presents concerts on and off campus, including annual tours. Meets the primary ensemble requirement for music majors and minors whose instrument is voice or keyboard. Open to all upperclassmen by audition.

127B. Vocal Ensemble Lab (I)

This course provides large group, small group, and individual instruction in music reading, vocal skills, and ensemble singing for students required to take MUS 127 as their primary ensemble but who are not in Chamber Singers. The course includes College Choir rehearsals, repertoire, and performances. Meets the primary ensemble requirements for these students. Open to all students by audition.

128. Guitar Ensemble. (I)

Small ensemble experience for music majors whose primary or secondary instrument is guitar. Stresses reading skills, group performance and individual proficiency. Literature includes classics from Renaissance to present. Prerequisite: Background in guitar and permission of the instructor.

Recitals (MUR)

200. Special Recital (O)

Designed for all music majors and select non-majors who wish to present a recital outside the degree requirements. Students must have approval of their instructor and stand a pre-hearing before the music faculty.

300. Junior Recital (O)

Required for all music majors except general BA. Students must stand a pre-hearing before the music faculty.

400. Senior Recital (O)

Required for the BM degree. Students must first have presented a junior recital and also stand a pre-hearing before the music faculty.

Music (MUS)

090. Recital Hour (O)

Series of class lessons and recitals held throughout the semester. Student recitals, faculty recitals, guest recitals, and concerts. Required of all music majors and minors enrolled full-time and/or taking applied lessons. Course may be repeated.

III. Vocal Pedagogy for Instrumental Majors (I)

This course is designed for instrumental music education majors to teach the physiology and technique of singing and methods of diagnosis and correction of vocal problems within the choral setting.

- 118. Vocal Diction** (1)
Fundamentals of phonetics and sound production as applied to singing in English and Italian, including the study of representative vocal literature of each language.
- 134. Piano Class** (1)
Intended for beginning piano students in all majors. Music majors may take this course as their first keyboard experience leading toward completion of the piano proficiency exam. Course may be repeated.
- 136. Opera Workshop** (1)
A study emphasizing dramatic stage interpretation as it relates to an historical, psychological, and physical perspective of a particular character. Repertoire varies.
- 144. Voice Class** (1)
An introductory course presenting proper singing techniques, vocal exercises, and easy solo literature. Intended for non-majors. Course may be repeated.
- 205. Introduction to Studio Recording Techniques** (2)
Survey of procedures and equipment used in the modern recording studio; emphasis in hands-on experience in computer sequencing, multi-track recording, mix-down procedures and audio processing. Music majors only or permission of instructor.
- 206. Advanced Studio Recording** (2)
Advanced study of procedures and equipment used in modern audio recording studios; topics include multi-track recording, engineering, computer sequencing and computer based music printing. Prerequisite: C or better in MUS 205.
- 315. Vocal Pedagogy** (2)
Physiology and technique of singing; topics include philosophies and methods of teaching voice. Prerequisites: One semester of applied voice and junior or senior standing.
- 316. Studio Pedagogy** (3)
Basic pedagogical concepts and related literature needed to solve developmental problems encountered by instrumental majors. Concepts will introduce students to general teaching methods and learning theories through the study of parallel literature. Prerequisite: "C" or better in MUT 203.
- 317. Basic Conducting** (2)
Theory and practice of conducting; development of the basic physical skills necessary to function as a conductor with application to instrumental and choral groups. Prerequisite: C or better in MUT 203 and junior standing, or permission of instructor.
- 318. Vocal Diction II** (1)
Fundamentals of phonetics and sound production as applied to singing in German and French, including the study of representative vocal literature of each. Prerequisite: MUS 118.
- 417. Advanced Conducting** (2)
Application of basic techniques of conducting choral and instrumental music; topics include score study, rehearsal planning, examples of repertoire, and interpretive considerations for music of various styles. Prerequisite: C or better in MUS 317.
- 494. Senior Capstone** (3)
Senior seminar focusing on individualized projects that represent the culminating experience in the Bachelor of Arts in Music curriculum.

- 495. Music Internship**(1)
 Practical experience under faculty guidance: critical analysis and discussion of problems.
 Prerequisites: Junior or senior standing in the BA program, or permission of instructor.
 May be repeated once.

Theory (MUT)

- 100. Fundamentals.** (3)
 A study of basic music fundamentals necessary for serious study of music; intended for music majors but other students may enroll by permission of instructor.

- 101. Elementary Written, Aural, and Keyboard Harmony I** (3)
 Introduction to fundamentals of music, including notation, scales, key signatures, intervals, triads, and notation of rhythm; ear-training and keyboard harmony parallel written materials. Prerequisite: Music department audition or permission of instructor.

- 103. Elementary Written, Aural, and Keyboard Harmony II** (3)
 Introduction to four-part writing, diatonic triads and their inversions, harmonization of melodies, non-chord tones, diatonic seventh chords; ear-training and keyboard harmony parallel written materials. Prerequisite: C or above in MUT 101 or exemption of MUT 101.

- 201. Advanced Written, Aural, and Keyboard Harmony I** (3)
 Introduction to chromatic harmony, with emphasis on musical analysis with attention to voice leading, chord progressions, usage of chords within phrases, and cadential treatments; ear-training, composition, and keyboard harmony parallel written material. Prerequisite: C or better in MUT 103. (Formerly MUS 201).

- 203. Advanced Written, Aural, and Keyboard Harmony II.** (3)
 Advanced chromatic harmony and modulation; asymmetrical and changing meter; small forms; ear-training, composition, and keyboard harmony parallel written material. Prerequisite: C or better in MUT 201. (Formerly MUS 203).

- 301. Musical Structure, Interpretation, and Composition** (3)
 Analysis of longer forms, survey of modern compositional and analytical techniques. application to interpretation and original writing. Prerequisite: C or better in MUT 203. (Formerly MUS 301).

- 303. Voiceleading and Arranging** (3)
 Principles of voice leading taught through species and stylistic counterpoint. Application in arrangements for selected vocal and instrumental ensembles. Prerequisites: MUT 301. (Formerly MUS 303).

- 304. Improvisation.**(1)
 Study of theory and practice of improvisation, as it relates to arranging, composing, and performing in various styles. Prerequisite: MUT 203. (Formerly MUS 304).

- 305. Composition.** (2)
 Writing original musical compositions. Assignments are individualized based on student experience and interests. Repeatable.

408. Orchestration (2)
Basic principles and practices in orchestrating and adapting music for instrumental ensembles. Prerequisite: C or better in MUT 203.

Speech (SPE)

102. Public Speaking (3)
Introductory course in principles of speech; topics include outlining, delivery, oral communication, persuasion, listening, and leadership; opportunities to develop proficiency in several forms of public address.

Theatre (THE)

101, 201, 301. Theatre Practicum (1)
A lab/practicum course in play production. The course provides students practical experience in theatre production through both acting and technical work. The course is required for Theatre Majors and open to non-majors. Courses may be taken twice.

112. Movement for the Stage (1)
Introduces students to the principles of efficient and expressive stage movement. Specific topics include appropriate warm-up practices, basic dance techniques and strategies for efficient, tension-free, physical expression. Prerequisite: Theatre Major or permission of instructor.

120. Theatre Forms (3)
An introduction to the genres, history, and practitioners of the theatre. Intended for beginning theatre students, the course will examine the dominant theatrical forms and dramatic theories supporting the various plays studied in the class. Prerequisite: Theatre Major or permission of instructor.

130. Stagecraft (3)
Introductory to technical aspects of the theatre; study of the function and construction of scenery, lighting, sound, properties for theatre, the design process and hierarchy and management in a theatre organization. (Replaces The. 213.)

210. Voice and Diction (3)
Study of articulation, pronunciation, diction, and vocal style; topics include regional speech patterns, oral interpretation, phonetics, and non-verbal delivery.

212. Beginning Acting (3)
Creation of dramatic characters through honesty, exploration, interaction and spontaneity; involves memorization and mastery of individual monologues and partner scenes.

220. Theatre History I (3)
A literary and historical study of the genres and themes of theatre history from the ancient Greek period through the mid-nineteenth century. Advanced theatre research skills are integrated through a playwright research project. Prerequisite: Theatre Major or permission of instructor.

222. Theatre History II. (3)
A literary and historical study of the genres and themes of theatre history from the mid-nineteenth century until the present. Advanced theatre research skills are integrated through a playwright research project. Prerequisite: Theatre Major or permission of instructor.

312. Advanced Acting (3)

Provides an advanced level of acting training in the area of including text and character analysis, as well as movement and scene study. A laboratory course requiring concentrated scene work. Prerequisite: Junior standing in Theatre major.

330. Theatre Management (3)

The course will train students in the management techniques of stage production and theatre administration. Emphasis will be placed on stage management, box office management, theatre production, commercial and non-profit practices, as well as production planning and oversight. Prerequisite: Junior standing in Theatre Major.

340. Play Directing. (3)

Practical study of various components of play directing; topics include principles of composition, picturization, characterization, development of a formal prompt book, and the public presentation of a directing scene. Prerequisite: Junior standing in Theatre major or permission of instructor. (Replaces The. 310).

360. Theatre Ministry. (2)

A practical exploration of the use of drama and theatre as a form of ministry, both in the church and in the secular setting. Prerequisite: Junior standing in Theatre Major.

401. Theatre Practicum (1)

The senior-level, laboratory course in play production. The course provides students practical, leadership experience in theatre production through both acting and technical work. Seniors receive one-hour credit for assuming a leadership role on the production team or a lead role in a play. The course is required for Theatre Majors and open to non-majors who have taken The. 101, 201, and 301. Course may be taken twice.

490. Advanced Topics Seminar (2)

Advanced Topics will provide students a research-based seminar experience in the fall of their junior and senior years. Topics will rotate from year to year and may include: specific historical production styles, Asian theatre, children's theatre, creative dramatics, as well as lighting, make-up and costume design. Prerequisite: Junior standing in Theatre Major. Course may be taken twice. (Formerly numbered 492.)

492. Senior Project (3)

The course is the capstone experience for the Theatre Production Option. Students will demonstrate a level of independent expression in acting, play directing or visual design. Mentored by the faculty member, each student's work will be presented in a public performance. Prerequisite: Senior-standing in Theatre Major.

495. Theatre Internship (3)

The course is the capstone experience for the Arts Administration Option. The Theatre Internship will provide students with the opportunities to utilize their theatre management skills in a professional or community-based setting. Prerequisite: Senior standing in Theatre Major.

School of Interior Design

Ms. Anne Martin, Associate Dean of Interior Design
231-2053 or amartin@andersonuniversity.edu

Lori M. Kinley, Visiting Professor of Interior Design

School Mission Statement

The mission of the School of Interior Design is to **create** an environment for aspiring designers to rigorously **engage** in student centered learning by providing a strong professional foundation in Interior Design within the context of a liberal arts education in a Christian community. Specially, the curriculum seeks to foster the development of the technical processes, conceptual and perceptual skills, creative problem solving, project management and professional ethics essential for graduates to **practice** interior design with a global perspective in a world market.

Additionally, the program's mission is to remain central to the purpose of Anderson University, to focus on the development of character, servant leadership, and cultural engagement within a diverse community.



Interior Design (ID)

101. Introduction to Interior Design (2)

Introduction to the profession of Interior Design, the design process, design specialties, current design initiatives in design such as sustainability, occupational opportunities and responsibilities, educational preparation, experience and examination requirements to practice as a professional NCIDQ certified interior designer. Students explore how the Interior Design curriculum prepares them for their career goals. Lecturers and guest speakers will speak on their design focus: including interior designers, architects, code specialist, engineers, artists, landscape architects, historic preservation curators, textile designers, manufactures account managers and designers who focus on a specialty such as Health Care, Hospitality, Educational/ Institutional. Students will be provided an opportunity to interact with these professional practitioners to refine their understanding of the expectations and implications of conducting the practice of design within a world market. Prerequisites: None

151. Architectural Drawing and Graphics I (3)6*

An introduction to basic standard mechanical drawing and drafting techniques as well as the development of skills including architectural lettering, line quality, line weight, sketching, dimensioning, elevations, sections, isometric, axonometric, orthographic projections and one –and two– point perspective drawings. Emphasis is on perspectives and developing visual judgment in generating and interpreting architectural working drawings. The application of color and its impact on portraying interior spaces is introduced at a fundamental level and applied to perspectives. Course material will be described in relation to job skills and working conditions for professional interior designers, architects and draftsmen. Skills learned in this course will be applicable to design, drafting and construction of residential and non-residential projects. Prerequisites: None. (Formerly listed as ART 151.)

152. Architectural Drawing and Graphics II (3)6*

Expands upon the manual graphic skills introduced in ID 151 with continued development of plans, sections, and elevations, isometric, axonometric and perspective drawings. Emphasis on rendering techniques for perspectives utilizing a variety of mediums such as: pen, pencil color pencil and markers. Quick sketching utilizing color is introduced as well as the study of models and presentation boards. Computer Aided Drawing and Drafting is introduced. Prerequisites: ID 105, 151, ART 105.

251. Foundations of Interior Design (4)4*

A continued overview of the interior design profession and an introduction to the application of design theory and techniques with emphasis on interior space planning through applied projects for residential and non-residential structures. Focus is on applying 2and 3 dimensional design elements and principles to design projects and the development of the spatial envelope. Emphasis includes: visual literacy and theories of design compositions, concept statements, the design process (programming, schematic and design development, contract documentation and administration, and POE); functional requirements; human factors; ability to visualize concepts through sketching. selection of interior materials and finishes; development of furniture, fixtures, equipment, electrical, and lighting layouts. Codes research, sustainability issues; universal design and design for multicultural environments are highlighted. Drafting and sketching techniques for a residential and non-residential space are reinforced through developing floor plans, elevations, sections, schedules, specifications, and rendered perspectives. Furniture, finishes, materials and textiles are presented as a schematic proposal. Prerequisites: ID 101, 151, 152, ART 105, 106. (Formerly listed as ART 251.)

252. Architectural Drawing, Rendering and Presentation Graphics III(3)6*

Presents continued development of manual drawing and drafting communication skills at an intermediate level including plans, sections, elevations, and three-dimensional representations. Emphasis on fundamental interior rendering and delineation techniques and the use of three-dimensional scale models to study the volume of space. Students explore visual presentation techniques and the application of the techniques to interiors, exteriors, furnishings, accessories and details. Drawings rendered during the various stages of the design process will be executed in order to reveal the connection between process and presentation. Rendering perspective drawings, model making and various methods of constructing presentation boards for professional graphic presentations are highlighted. Prerequisites: ID 101, 151,152, 251, ART 105, 106.

253. Residential Design(4)4*

An intermediate level study of space planning for Residential Design and documentation approached by completing projects utilizing the design process: programming, schematic development, design development, contract documentation, and contract administration. A gradual increase in complexity of design problems reinforces research, design concept processes, functional and spatial analysis, human factors, code requirements, color theory for interiors; universal design; selection of furniture, textiles, finish selections and lighting for residential interiors. Custom design detailing of cabinetry for Kitchen and Bath, case pieces and flooring are highlighted. Projects generated include a refinement of space planning resulting in a set of construction documents. Furniture, finishes, textiles, custom design detailing and product resources are presented in professional graphic formats with materials boards. Drafting, sketching, rendering techniques, as well as computer applications are reinforced through floor plans, elevations rendered perspectives, reflected ceiling plans and models used in professional project presentations. A job book documents specifications and product knowledge for all FFE, lighting and textiles. Prerequisites: ID 101, 151, 152, 251, 252, ART 105, 106. (Formerly listed as ART 253.)

254. Textiles, Interior Materials, Finishes and Details(3)6*

The focus of this course explores the characteristics and qualities of textiles, interior materials, finishes, and details used in residential and nonresidential interiors in the built environment. The textiles component addresses characteristics, construction and manufacturing processes regarding: weaves, knitting, finishes, dyeing, printing, as well as examining guidelines that affect selection and use of textiles: aesthetics, appropriateness for application; suitability, durability serviceability, care and renovation, performance, textile laws, regulations, and sustainability concerns. The interior materials and finishes component presents a study including: upholstery, floor, wall, ceilings, window coverings with reference to environmental concerns, function, building codes, performance, installation methods and guidelines, material maintenance, cost estimation, manufactures, and product knowledge. The details component includes moldings, doors, door hardware, hospital hardware, and custom interior detailing. Cabinet construction used in residential and non residential interior environments are examined in terms of properties, construction techniques, characteristics, qualities, specifications, codes, installation, manufactures and end use of products. Sustainable design concepts, building codes, standards and regulations are highlighted. The design and communication of custom interior elements for architectural detailing of residential and contract applications will include the design of flooring patterns, custom wall patterns, cabinetry, and furniture. Emphasis will be on producing drawings of casework, millwork, furniture, and architectural elements, assembling component parts of the design installation, cost estimation and

installation. Graphic skills will be explored using hand-drafting and CADD skills to generate shop drawings included in exercises and project assignments. Prerequisites: ID 101, 151, 152, 251, 252, ART 105, 106. (Formerly listed as ART 254 and ART 352.)

255. Computer Aided Drafting and Design(3)4*

A continuation of computer aided drafting and design (CADD) concepts introduced in ID 152, methods, and skills as a tool for the Interior Design profession. Emphasis on the utilization of the CADD functions and skills to further enhance the design development and production phases of the design process. Prerequisites: ID 101, 151, 152, 251, 252, ART 105, 106. (Formerly listed as ART 354.)

350. Commercial Design(4)4*

This course presents an over view of interior architectural public spaces such as retail, health care, restaurants, hospitality and hotels, educational/institutional. Emphasis will be space planning for the office environment including both traditional and systems office layouts. The design concept will be developed with research on sustainable design as the projects proceed through the design process: programming, schematic design, and design development, contract documentation, and contract administration and POE; organizational hierarchy; office industry trends; and systems furnishings; human factors (ergonomics, anthropometrics); universal design; as well as attention to environmental needs, life safety issues with emphasis on fire detection and suppression, building codes to include IBC, ANSI and ADA; signage, and way finding. Advanced space planning and the development of a set of construction documents with presentation boards to include furniture, fixtures, equipment, materials, and textiles and finish schedules and specifications. Drafting, sketching, rendering, millwork detailing, models and computer-aided drafting and design skills are utilized. Job books will document specifications, as well. Design Professionals will critique formal oral presentations of design proposal. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, ART 105, 106.

351. History of Interiors, Architecture and Furniture (3)

This course presents a study of the historical architecture, interiors, furniture, and decorative arts within cultural context. Emphasis on major design characteristics, stylistic developments, significant structures, period styles, significant contributors (architects, interior designers, cabinet makers), and motifs from Antiquity to the late 19th century are discussed. Influence factors of social, political, economic and technological perspectives to each historical period are examined within contemporary context. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, ART 105, 106. (Formerly listed as ART 351.)

352. History of Interiors, Architecture, and Furniture II (3)

This course presents a continuation of the study of major historical architecture, interiors, furniture and decorative arts from the beginnings of modernism to the present day. Emphasis on major design characteristics, stylistic developments, significant contributors (architects, interior designers, craftsmen), materials, and technological developments are examined within contemporary context to cultural conditions. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, ART 105, 106. (Formerly listed as ART 352.)

353. Building Systems, Materials, Codes and Details(3)6*

Survey of architectural structural and non-structural building systems for residential and commercial construction, materials, and building codes that impact environmentally responsible design solutions for interior environments. Emphasis on structural systems

as well as non-structural systems. The Materials component of this course will address appropriately selecting and applying materials and products on the basis of their properties and performance criteria; methods utilized in construction; current trends in building materials; installation methods, product knowledge of building materials, and the understanding of the concept of specifying sustainable building methods and materials. Technical information provided on wood frame, steel, concrete, and masonry construction; flooring systems (raised, heated) HVAC, ventilation, plumbing, mechanical and electrical systems coordination; structural coordination, acoustics, security, life safety, and fire suppressant systems; partitions, ceilings doors, hardware, glazing, architectural woodwork, decorative metals, flooring construction, applied floor finishes, wall finishes, stair design and construction; signage, security and audiovisual systems; barrier –free design; building codes and regulations, and means of egress. The study and application of building codes and guidelines such as: ADA /ADAAG, IBC, BOCA, UBC, NFPA, NEC, ANSI, ASTM, ASHRAE, OSHA will be highlighted as they relate to the built environment and affect decisions in interior design. Also the Details component of this course will be addressed with reference to the design and communication of residential and contract custom interior detailing with regard to construction methods application of assembling component parts for installation, visually communicated through section, isometric drawings, oblique views, detailed perspective drawings and complete shop drawings. The process of coordinating the Interior Designer, Architect, and consulting engineering will be highlighted. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, ART 105, 106. (Formerly listed as ART 353.)

354. Advanced Computer Aided Drawing and Design(3)4*

Advanced computer graphic techniques in interior design with a focus upon creation of two- and three-dimensional conceptualization, rendering, and modeling. Emphasis upon graphic communication for commercial interior architectural applications to include floor plans, construction sections, schedules, legends, reflected ceiling plans, understanding document layering, use of the metric system using CADD exercises. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, ART 105, 106.

355. Lighting Design.(3)

This course presents a study of the technical and psychological aspects of illumination for interior environments with a focus on terminology, principles, selection, calculations, product analysis, design requirements, specifications, and theory of illumination design. Emphasis on establishing criteria for evaluating lighting decisions as relates to space planning, aesthetic appeal, human performance and the health, safety and welfare of the user in both residential and non-residential applications. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, ART 105, 106.

359. Study Tour in Interior Design(3)

Study of art, antiques, architecture, decorative accessories, textiles, in New York City or Continental European study; experiences include lectures by recognized architects, interior designers, furniture designers, textile designer, craftsman, artist; seminars in design centers and showrooms, manufacturers, advertising agencies, interior design publishers and journalists, color and textile forecasting consultants, and field trips to museums, furniture and textiles manufacturers, and designers' showrooms. Prerequisites: ID101, 251 Art 105,106. (Formerly listed as ART 359.)

451. Business Principles in Professional Practice(3)

This course presents an investigation of business, legal and ethical aspects of professional practice in Interior Design. Emphasis on developing a mission statement, code of

ethics, identity package/branding; business plan, strategies for marketing and business development; project management techniques, personnel management practices, methods for determining design fees; business formations and organizational management, preparing design contracts; product pricing considerations, contract documents and specifications; contract administration, working with trade sources, and financial accounting and management, employee personnel management practices and employee professional development, and continuing development for NCIDQ certification and professional organization affiliation (IIDA, ASID). Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, ART 105, 106. (Formerly listed as ART 451.)

452. Contract Design I(4)4*

This course presents the a continued study and overview of the design solutions for large-scaled, non-residential structures and spaces such as healthcare/medical, assisted living, childcare, and ecclesiastical, institutional, retail, and other specialized environments. Comprehensive design solutions are developed for special populations with projects emphasizing the design process with research on sustainable design through design concept, programming, schematic development, design development, contract documentation, contract administration and evaluation. Additional focus on building codes, universal design, way finding, security issues, signage, fire suppression and fire detection are highlighted. Students will complete in-depth presentations including project analysis, concept statements, custom interior detailing, integration of building systems, lighting, interior finishes, selection of appropriate materials, textiles, and color, sustainable materials, specifications, construction documents (partition plan, power and communications, reflected ceiling plan, elevations, finish plan, details, furniture plan); and sample boards. Project management and professional discipline are developed by the complexity of project requirements. Formal presentations are reinforced by design specifications applied in the student documentation Business forms generated in ID 451 are completed to document supporting business practices processes throughout the design process. Drafting, CADD, millwork detailing, models and rendered perspectives are reinforced by professional presentation layouts. Projects will integrate all aspects of the curriculum. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, 451, ART 105, 106. (Formerly listed as ART 452.)

453. Contract Design II(4)4*

A continued discussion and application of non-residential spaces and the special requirements to be considered in the specialty fields of Hospitality/ Resort/ Spa / Recreation/Restaurant, Retail, and large mixed-use commercial spaces. . Projects are approached emphasizing the design process with research on sustainable design through design concept, programming, schematic development, design development, contract documentation, contract administration and evaluation. Additional focus on building codes, universal design, way finding, security issues, signage, fire suppression and fire detection are highlighted. Students will complete in-depth presentations including project analysis, programming, concept statements, custom interior detailing, integration of building systems, lighting, interior finishes, textiles, and color, sustainable materials, specifications, construction documents (partition plan, power and communications, reflected ceiling plan, elevations, finish plan, details, furniture plan); and sample boards. Project management and professional discipline are reinforced by the complexity of project requirements. Business forms generated in ID 451 are completed to document supporting business practices. Final Project will demonstrate the advanced design experience, which results in the design of a project of student's choice from one of the specialty interior environments of complex scope and scale to meet the needs of specific clients. Students may work in teams. Full-scale graphic solutions are developed for the selected design problem

based on research and documentation. This project highlights the advanced skills of the senior interior design student: programming, conceptual and schematic development, spatial development, universal design and sustainability issues, lighting, furniture, fixtures equipment, construction documents (partition plan, power and communications, reflected ceiling plan, elevations, finish plan, details, furniture plan) product knowledge, materials and finish selections, sample boards and formal oral and graphic presentation skills. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, 451, 452, ART 105, 106.

490. Senior Seminar (3)

A discussion seminar in which students generate topics related to ethical concerns current issues and topics appropriate to the Interior Design profession .Additionally, students receive guidance in career management approaches including: portfolio refinement, resume development, interviewing skills, and preparing a digital portfolio. Emphasis on preparation for the NCIDQ exam, issues regarding licensing and registration, professional affiliation with ASID, and IIDA; continuing education for professional development to maintain professional registration, as well as advancement from student member of ASID of IIDA to professional classification. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, 451, 452, 453, ART 105, 106. (Formerly listed as ART 490.)

495. Internship (3)

This course is designed to provide the student with the opportunity to complete a minimum of 200 hours of work experience under the supervision of an NCIDQ credentialed Interior Designer in a professional architecture or interior design setting. The co-operating professional evaluates and relates the student's progress to the Internship Professor using interim reports and a comprehensive employer's evaluation summary assessment. The student is required to complete weekly journals, project assignments, business profiles, and a final report, as well as reflections of experiences encountered during the work experience as outlined in the Internship Guidelines and Manual. Student initiative in securing the Internship experience is viewed as a prelude to securing employment. Internships are designed to provide the student with insight into the design industry as well as transition and enhance the student's knowledge and application prior to full time employment. The Internship Professor of record will visit the Internship Location during the experience to assess the students' progress. Prerequisites: ID 101, 151, 152, 251, 252, 253, 254, 255, 350, 351, 352, 353, 354, 451, 452, 453, ART 105, 106. (Formerly listed as ART 495.)

496. Special Topics in Interior Design (3)

The examination of current/special topics in interior design with a more in depth focus than addressed in the regular course offerings. Topics under study include an emerging concept or initiative in interior design or a special design interest of the faculty instructing the course. Prerequisites: Senior Standing.

Other Courses

Aerospace Studies (AS)

Taught by AFROTC faculty at Clemson University.

109. Air Force Today I (2)

Study of Air Force in the contemporary world, including strategic offensive and defensive structure, general purpose, and aerospace support; leadership laboratory activities include drill fundamentals, customs, and courtesies of the service.

110. Air Force Today II (2)

Continuation of A S 109; leadership laboratory includes drill, ceremonies, and introduction to career opportunities.

209. Development of Air Power I (2)

Study of the development of air power from balloons and dirigibles through the peaceful employment of U.S. air power in relief missions and civic action programs in the late 1960s and also the air war in Southeast Asia; leadership laboratory provides experience in guiding, directing, and controlling an Air Force unit.

210. Development of Air Power II (2)

Continuation of AS 209.

309. Air Force Leadership and Management I (4)

Study of individual motivational and behavioral processes, leadership, communication, and group dynamics to provide a foundation for development of the officer's professional skills.

310. Air Force Leadership and Management II (4)

Continuation of A S 309; study of basic managerial processes involving decision making, utilization of analytical aids in planning, organizing, and controlling environment, including case studies.

409. National Security Policy I (4)

Analysis of the role and function of the military officer in a democratic society and the relationships involved in civil-military interactions.

410. National Security Policy II (4)

Continuation of A S 409; examines the environmental context in which U.S. defense policy is formulated and implemented, with emphasis on initial commissioned service and military justice.

Directed Study

299/499. Any Department (variable)

Any course not in the catalog but offered in response to a special request by an individual or group; content may vary and dependent upon the interests and needs of the student and the instructor.

Freshman Year Experience (FYE)

101. Journey I – Foundations for the Journey(1)
Introduction to the value of a liberal arts education and its goal of generating a transforming effect on the engaged student, leading to an informed commitment for life. This course is required for all new freshmen who have earned 12 credit hours or less from attendance at another college. Pass/Fail

Honors (HON)

Dr. John Lassiter and Dr. Daniel Mynatt, Co-Directors
Taught by various faculty.

101, 201, 301, 401 (Fall); 102, 202, 302, 402.(3-4)
Honors Interdisciplinary Colloquium

In an interdisciplinary, team-taught setting, study of the ways of knowing characteristic to particular disciplines and the nature of research and the methodological protocol associated with disciplines in the sciences, social sciences, humanities, arts, and religion; includes primary readings, discussions, guest lectures, innovative writing assignments, student projects and presentations, and field experiences. Topics vary each semester. Students enrolled in the Honors Program who successfully complete the course receive credit for two general education requirements (depending on the disciplines represented in the colloquium). The colloquium may not be substituted for a specific general education course required by the student's major. Honors students should consult their advisors to ascertain whether the colloquium will satisfy requirements in their major. Prerequisites: Admission into the Honors Program or permission of the instructors. May be repeated as needed. (Spring)

150, 250, 350, 450. Honors Adjunct (0)
A non-credit course intended to allow a student enrolled in a non-honors course to earn an Honors Credit. This adjunct is arranged by contract and under the supervision of the instructor of the course. A proposal for the adjunct must be submitted to and approved by the co-directors of the Honors Program. May be repeated once.

300. Honors Seminar.(1)
Designed for juniors as an interdisciplinary experience in the Honors Program, centered on a core of common readings with each student encouraged to contribute from the perspective of the major field; topics vary each semester based upon the interest and expertise of the instructor. Prerequisites: Junior standing and admission into the Honors Program or permission of the instructor. May be repeated for credit for different topics.

310/410. Honors Service Project.(5)
Contribution of time (at least ten contact hours per semester) to a project in progress each semester, through a student-organized community service activity supervised by the Honors Program. Required for all Honors Program participants during both semesters of the junior and senior years; freshmen and sophomores may enroll by permission of the Co-Directors of the Honors Program.

390, 490. Honors Thesis(3-6)
Contract study under faculty supervision and approved by the co-directors of the Honors Program, culminating in a written thesis, a public presentation, and an oral defense before a panel of faculty. The Honors Thesis proposal must be approved by the co-directors of the Honors Program. May be completed in conjunction with other capstone courses in the student's major.

400. Honors Seminar (1)

An interdisciplinary experience designed for juniors or seniors in the Honors Program, centered on community service that is of particular interest and that may be related to one's major field. Prerequisites: Junior standing and admission into the Honors Program or permission of the instructor. May be repeated once.

499. Honors Independent Study (3-4)

Contract study under faculty supervision; proposal for the independent study must be submitted to and approved by the co-directors of the Honors Program. May be repeated once.

International Studies (IS)**147/247/347/447. Foreign Study (1-4)**

Discipline-specific study in conjunction with an overseas travel experience; content and itinerary varies. May be repeated for different locations and topics and may satisfy either the International Studies requirement or count as a major/general elective.

281. Cross Cultural Studies (3)

Designed for international students who wish to understand the United States better and for American students interested in interaction with international students. Prerequisite: Sophomore standing or permission of the instructor.

398. International Studies (variable)

Credit awarded for educational requirements completed in connection with various international travel/study programs sponsored by Anderson University; amount of credit awarded depends upon the extent of the requirements for a particular program.

Military Leadership-Army ROTC (ML)

Taught by AROTC faculty at Clemson University.

101. Leadership Fundamentals (Basic) I (2)

Study of leadership focused at the individual level. Students learn effective communicating skills, ethical decision making, small group management, and mental and physical conditioning. Skills are applied in a variety of challenging training events during laboratory, including rappelling, water survival, land navigation, and team athletics. Physical training two days per week and two-hour lecture or laboratory every week or equivalent.

102. Leadership Fundamentals (Basic) 2 (2)

Continued study of leadership focused at the individual and team levels. Topics include problems solving, critical thinking, leadership styles, and group cohesion. Leadership laboratory training includes small tactics and weapons firing. Physical training two days per week and two-hour lecture or laboratory every week or equivalent.

201. Leadership Development (Basic) I (2)

Study of leadership focused at the team level. Students develop leadership skills through public speaking, managing small groups, and mentoring first-year students. Skill are applied in a variety of challenging training events during leadership laboratory, including rappelling, water survival, land navigation, and team-building exercises. Physical training two days per week and two-hour lecture or laboratory every week or equivalent.

202. Leadership Development II (Basic) 2 (2)

Continued study of leadership at the team and small group levels. Focuses on moral leadership, officership, and the Army as a profession. Leadership laboratory training includes small unit tactics, airmobile operations, and weapons firing. Students lead teams throughout the semester. Physical training two days per week and two-hour lecture or laboratory every week or equivalent.

301. Advanced Leadership I (Advanced) 1 (3)

Study of Leadership focused on decision making, planning, communicating, and executing. Addresses motivational techniques, the role of the leader, and performance assessment. Provides students with leadership management tools and methodology. Students are responsible for training, developing and mentoring Basic Course students. Students apply learned techniques in leadership laboratory. Physical training three days per week and two-hour lecture or laboratory every week or equivalent.

302. Advanced Leadership II (Advanced) 2 (3)

Continuation of leadership study focusing on collective skills training, tactics, and small group instruction. Synthesizes various components of training, leadership, and team-building learned during the Basic Course and ML 301. Final step in student progression prior to the LDAC Leadership Development Advance Camp. Physical training three days per week and two-hour lecture or laboratory every week or equivalent.

401. Organizational Leadership I (Advanced) 1 (3)

Culmination of leadership study in preparation for commissioning as Army officers. Students continue exercising leadership and management skills as senior cadet leaders. Leadership instruction focuses on coordinating activities with staffs, communicating effectively, counseling and mentoring subordinates, training management and ethics. Physical training three days per week and two-hour lecture or laboratory every week or equivalent.

402. Organizational Leadership II (Advanced) 2 (3)

Continuation of ML 401. Focuses on the continued study of moral, ethical, and legal issues faced by leaders. Includes instruction in administrative and logistical management. Requires students to apply their knowledge individually and collectively to solve problems and improve the organization. Physical training three days per week and two-hour lecture or laboratory every week or equivalent.

The Washington Center (TWC)

395. Washington Center Experience (3)

The non-work portion of The Washington Center includes attendance at a Leadership Forum, a number of writing assignments, development of a resume and portfolio, interview session, and a community service project. This work is graded by the full-time TWC staff and compiled by the student in the portfolio. Students must have a 3.0 GPA to apply for participation at The Washington Center. Pass/Fail

495. Washington Center Experience (3-9)

The work portion of The Washington Center requires students to work 35 hours per week for a semester. This course is designed to work in concert with a discipline-specific course so the student receives a total not to exceed 9 hours for the semester of internship.



Academic Policies



ACADEMIC CALENDAR - 2007-2008 (Traditional Program)**SUMMER SCHOOL, 2007**

First Term: May 7 – 25; Registration Deadline – May 4
 Second Term: May 28 – June 22; Registration Deadline – May 25

SUMMER ORIENTATIONS, 2007

June 14-15 (Thursday-Friday)
 June 21-22 (Thursday-Friday)
 August 13-14 (Monday-Tuesday)

ADULT ACCELERATED DEGREE PROGRAM - FALL, 2007

Term I - August 9 – October 4 (Holiday - September 3)
 Term II - October 11 – December 6 (Holiday - November 22)

FALL SEMESTER, 2007

Faculty/Staff Meeting and Divisional Planning Thursday, August 9
 Faculty Retreat Friday, August 10
 New Freshmen Residents Move Into Residence Halls Saturday, August 11
 First Day of Class for the Fall Semester Thursday, August 16
 Opening Convocation (During Chapel Period) Wednesday, August 22
 Last Day to Withdraw from a Course With No Grade
 (Fin. Responsibility After This Date) Wednesday, August 29
 Labor Day Holiday Monday, September 3
 Early Conditional Grade Reports Due Wednesday, September 26
 Last Day to Withdraw from Courses Friday, October 5
 Fall Break Monday - Tuesday, October 8-9
 Pre-Registration for Spring Semester, 2008 Thu, October 25 - Wed, November 7
 Thanksgiving Holiday Wednesday - Friday, November 21-23
 Last Class Day Friday, November 30
 Final Examinations Monday, December 3 - Thursday, December 6
 Graduation Wednesday, December 12

ADULT ACCELERATED DEGREE PROGRAM - SPRING, 2008

Term III - January 3 – February 25
 Term IV - February 28 - April 28 (Spring Break - March 17 and March 20)
 Term V - May 5 – June 30 (Holiday – May 26)

SPRING SEMESTER, 2008

New Freshmen Residents Move into Residence Halls Sunday, January 6
 Faculty In-Service Training Monday, January 7
 Faculty Planning Day Tuesday, January 8
 Orientation for New Students Wednesday, January 9
 First Day of Class for the Spring Semester Thursday, January 10
 Last Day to Withdraw from a Course with No Grade
 (Fin. Responsibility After This Date) Wednesday, January 23
 Founders' Day Convocation Wednesday, February 13
 Early Conditional Grade Reports Due Wednesday, February 20
 Last Day to Withdraw from Courses Tuesday, March 11
 Spring Break Saturday, March 15 - Sunday, March 23
 Pre-Registration for Summer Sessions and Fall Semester, 2008 .. Thu, Mar 27 - Wed, Apr 9
 Honors Convocation Wednesday, April 16
 Last Class Day Wednesday, April 23
 Final Examinations Thursday, April 24 – Tuesday, April 29
 Graduation Saturday, May 3

SUMMER SCHOOL, 2008

First Term: May 5-23; Registration Deadline – May 2
 Second Term: May 26-June 20; Registration Deadline – May 23

GRADUATE STUDIES ACADEMIC CALENDAR 2007-2008

GRADUATE STUDIES DEGREE PROGRAM - FALL, 2007

Term I: August 9 – October 4 **Term II:** October 11 – December 6

FALL SEMESTER, 2007

New Student Orientation Term 1	Monday, August 6
Registration Deadline for Term 1	Wednesday, August 8
First day of Class for the Fall Semester Term 1	Thursday, August 9
Last day to withdraw from a course with no grade. (financial responsibility after this date)	Thursday, August 16
Labor Day Holiday	Monday, September 3
Last day to withdraw from Term 1 class(es) with a "W"	Friday, September 14
Deadline to apply for May 2007 Graduation. . . . (date to be determined by Registrar's office)	
Term 1 Final Exams	Thursday, October 4
Fall Break	Monday, October 8
New Student Orientation Term 2	Tuesday, October 9
Registration Deadline for Term 2	Wednesday, October 10
First day of Class for the Fall Semester Term 2	Thursday, October 11
Last day to withdraw from a course with no grade. (financial responsibility after this date)	Thursday, October 18
Registration begins for Terms 3 and 4	Thursday, October 25
Last day to withdraw from Term 2 class(es) with a "W"	Friday, November 16
Thanksgiving Holiday	Wednesday-Friday, November 21-23
Term 2 Final Exams	Thursday, December 6
Graduation	Wednesday, December 12

GRADUATE STUDIES DEGREE PROGRAM - SPRING, 2008

Term III: Jan 3 – Feb 25 **Term IV:** Feb 28 – Apr 28 **Term V:** May 5 – Jun 30

SPRING SEMESTER, 2008

New Student Orientation Term 3	Wednesday, January 2
Registration Deadline for Term 3	Wednesday, January 2
First day of Class for the Spring Semester Term 3	Thursday, January 3
Last day to withdraw from a course with no grade. (financial responsibility after this date)	Thursday, January 10
Last day to withdraw from Term 3 class(es) with a "W"	Friday, February 8
Term 3 Final Exams	Monday, February 25
New Student Orientation Term 4	Tuesday, February 26
Registration Deadline for Term 4	Wednesday, February 27
First Day of Class for the Spring Semester Term 4	Thursday, February 28
Last day to Withdraw from a course with no grade (financial responsibility after this date)	Thursday, March 6
Spring Break	Monday, March 17 – Friday, March 21
Registration begins for Term 1, Term 2, Term 5 – 2008 Fall semester.	Thursday, March 27
Last day to withdraw from Term 4 class(es) with a "W"	Friday, April 4
Deadline to apply for August and. (date to be determined by the Registrar's Office)	
December 2008 Graduation	
Term 4 Final Exams	Monday, April 28
Graduation	Saturday, May 3

SUMMER SEMESTER, 2008

New Student Orientation Term 5	Thursday, May 1
Registration Deadline for Term 5	Friday, May 2
First Day of Class for the Summer Session Term 5	Monday, May 5
Last day to withdraw from a course with no grade (financial responsibility after this date) . . Monday, May 12	
Memorial Day Holiday	Monday, May 26
Last day to withdraw from Term 5 class(es) with a "W"	Friday, June 6
Term 5 Final Exams	Monday, June 30

FINAL EXAMINATION SCHEDULE

FALL SEMESTER, 2007

EXAM PERIOD	MONDAY DEC 3 CLASSES THAT MEET AT	TUESDAY DEC 4 CLASSES THAT MEET AT	WEDNESDAY DEC 5 CLASSES THAT MEET AT	THURSDAY DEC 6 CLASSES THAT MEET AT
9:00 - 11:00	8:00 MWF	8:00 TR	9:00 MWF	9:30 TR
12:00 - 14:00	11:30 MWF	11:00 TR	12:30 MWF	12:30 TR
15:00 - 17:00	13:30 MWF	14:00 TR	14:30 MWF	15:30 TR
18:00 - 20:00	18:00 T	16:00 MW	18:00 W	

EXAM PERIOD	THURSDAY DEC 6
17:30 - 19:40	Accel. Exam
19:50 - 22:00	Accel. Exam

NOTE: Any student who has more than two exams scheduled per day may ask for an adjusted schedule.

SPRING SEMESTER, 2008

EXAM PERIOD	THURSDAY APRIL 24 CLASSES THAT MEET AT	FRIDAY APRIL 25 CLASSES THAT MEET AT	MONDAY APRIL 28 CLASSES THAT MEET AT	TUESDAY APRIL 29 CLASSES THAT MEET AT
9:00 - 11:00	8:00 MWF	8:00 TR	9:00 MWF	9:30 TR
12:00 - 14:00	11:30 MWF	11:00 TR	12:30 MWF	12:30 TR
15:00 - 17:00	13:30 MWF	14:00 TR	14:30 MWF	15:30 TR
18:00 - 20:00		18:00 T	16:00 MW	18:00 W

EXAM PERIOD	MONDAY APRIL 28
17:30 - 19:40	Accel. Exam
19:50 - 22:00	Accel. Exam

NOTE: Any student who has more than two exams scheduled per day may ask for an adjusted schedule.

Like all institutions, Anderson University has requirements that must be met before a degree can be awarded. Such requirements include curricular expectations, Christian Life and Student Development programs, and satisfactory progress in light of certain policies and procedures. Advisors and administrators are committed to assisting students as they meet these requirements, though it is the primary responsibility of the student, however, to be acquainted with, make progress toward, and ultimately meet all degree requirements. University academic policies are subject to change with suitable notice; subsequent editions of this catalog will document such changes.

DEGREES AWARDED

Upon satisfactory completion of all degree requirements, Anderson University confers the Bachelor of Arts, the Bachelor of Science, the Bachelor of Music, the Bachelor of Music Education, and the Master of Education degree. The Bachelor of Business Administration degree, the Bachelor of Human Services and Resources degree, and the Bachelor of Criminal Justice degree are conferred only to students in the ACCEL program. Programs of study, described elsewhere in this catalog, include majors, minors, and concentrations. Majors lead to a degree and consist of a prescribed set of courses and requirements of increasing sophistication. Generally, these courses are within a specific discipline, but in interdisciplinary programs, majors may include requirements from multiple disciplines. Minors are a prescribed course of study in a discipline outside the major. As such, it shares definition with the major but is less extensive. Concentrations are a prescribed set of courses providing a greater depth of study in a sub-discipline of a major. A concentration may include courses outside the major.

Completion of Second Degree

Students desiring a second bachelor's degree must complete at least 30 semester hours beyond the requirements for the first degree, including all general education and major requirements for the second degree. Students may not earn more than one Bachelor of Arts degree or one Bachelor of Science degree.

Degree Designations on Diplomas

Diplomas from Anderson University will bear the degree earned. The student's transcript will list the appropriate degree, major, and concentration.

GRADUATION REQUIREMENTS

Total Credit Hours Required

Degree requirements range from 120-135 semester hours, dependent upon program of study selected, though most programs require 128 semester hours.

Completion of General Education Requirements

The general education curriculum requirements at Anderson University are a combination of core and distribution requirements, allowing each student a combination of coherence and choice in achieving program objectives. The program exposes students to a broad range of ideas and subjects. Requirements for degrees are listed elsewhere in this catalog.

The Journey Program

The Journey is the Anderson University Program that is equivalent to "Chapel" at other Christian institutions. Through the Journey, we have the opportunity to emphasize our spiritual development as we learn to worship and grow together. Students, along with faculty and staff are given a variety of worship services, concerts, conferences, and creative presentations designed to introduce them to the person of Jesus Christ and to help them grow spiritually through engaging His presence in their lives.

Successful completion of *The Journey* program is required for graduation at Anderson University. During each semester all traditional full-time students (including residents and commuters) should earn a minimum of eight (8) credits in the program. Each student in the traditional four year academic program will need to successfully pass eight (8) semesters of *The Journey* program in order to meet graduation requirements. A grade of CR (8 credits or more) or NC (less than 8) will be recorded on each student's transcript, however, this grade will not affect the student's GPA.

Exceptions – The only exemptions are for student teachers, study abroad, and other off campus academic internships during the semester in which they occur. All exemptions must be registered with the office of Campus Ministries located in Sullivan Hall.

The Cultural Experience

The purpose of *The Cultural Experience* program is to provide an opportunity for students to grow in knowledge and appreciation of the arts and also to recognize the value of service to others through active participation in service-learning projects.

Successful completion of *The Cultural Experience* program is required for graduation at Anderson University. During six of eight semesters all traditional full-time students (including residents and commuters) should earn a minimum of four (4) credits in the program. A grade of CR (4 credits or more) or NC (less than 4) will be recorded on each student's transcript. Although this grade will not affect the student's GPA, the grade of "CR" or "NC" does remain on the student's transcript.

Each student in the traditional four-year academic program will need to successfully pass six (6) semesters of *The Cultural Experience* program in order to meet graduation requirements. Transfer students are awarded credits on a prorated basis according to the number of hours transferred to the university. The only exemptions for *The Cultural Experience* are for student teachers, study abroad, and other off campus academic internships during the semester in which they occur. All exemption requests for *The Cultural Experience* program must be approved by the office of Student Development.

Application for Graduation

Students must file an Application for Graduation with the Registrar's Office by the deadline set by the Registrar's Office (see Registrar's Office web page at <http://www.ac.edu/academics/registrar.htm> for important dates. Failure to meet the stated deadline may result in a delay in time of graduation. All students eligible to graduate following the fall or spring semester are expected to participate in the graduation ceremony conducted at the conclusion of the semester. Students graduating in August are invited to participate in the December ceremony. A graduation fee of \$35 is required and is payable at the Business Office before the application is submitted to the Registrar. An additional \$25 late application fee is applied if the deadline is not met. Caps and gowns are ordered from the university Bookstore.

Clearing Financial Obligations Prior to Graduation

Any indebtedness to Anderson University for tuition, fees, library fines, parking fines, disciplinary fines, room, board, or Bookstore charges must be cleared before graduation. Failure to do so will result in losing the privilege to participate in commencement, delay in receiving a diploma, and inability to receive any transcripts.

CLEP, ACE Credits, Correspondence Course Limitations

A maximum of 24 semester hours credit is given for formal education in the armed services, based on American Council on Education guidelines. A maximum of 24 semester hours of CLEP credit may be applied toward a degree at the University. No credit is awarded for CLEP general examinations. The Evening Admissions Office and the Registrar's Office can provide a list of CLEP tests, the course equivalents, and the minimum scores required for receiving course credit. Credit earned through correspondence studies offered by an accredited college or university may be transferred to Anderson University.

Declaring a Major/Minor

Students may declare a major at any time during the freshman or sophomore years, but they must submit a Declaration of Major form upon completion of 60 semester hours of credit. Some majors require certain courses at the freshman and sophomore levels; students should consult their advisor to assist in course selection. Completion of all requirements for the selected major is necessary for graduation. Students wishing to declare or change their major should contact the Administrative Assistant for the College in which the major resides. Students may elect to have a minor. Since the requirements in the minors vary according to discipline, students should make their selection as early as possible but preferably before the junior year. The minor will be recorded on the official transcript but not on the diploma. The application forms for the minors are kept in the office of the College Deans. While the faculty advisor will assist the student in planning for both the major and minor, there is no guarantee that there will not be scheduling conflicts. In such cases, the major must always take precedence.

Double Major

Students pursuing a double major/concentration must complete all general education and major requirements for both majors/concentrations. Such efforts may exceed the eight semesters normally required to earn a bachelor's degree.

Grades in Major/Minor Courses

No grade below "C" in a course required for the major or minor (including cognates and specified electives) will count toward satisfying that course requirement. This policy does not refer to general education requirements or elective courses.

Residency Requirement

Candidates for a Bachelor's degree must earn a minimum of 36 semester hours at Anderson University, including at least 15 semester hours of upper-division credit in the major. Students facing special extenuating circumstances who lack no more than six credit

hours to complete their programs of study may take these hours at another regionally accredited institution. In such cases, students must complete a transient permission form, gain approval of the dean of the college or school of their major, and submit the completed form with a written appeal addressed to the University Registrar and the Senior Vice President for Academic Affairs. Should the appeal be accepted, the University Registrar will notify the student. No credit hours will be accepted in this category unless the student receives written permission from the University Registrar. No credit hours will be accepted in this category that stem from repeat courses in which "D's" or "F's" were originally earned.

ADDITIONAL POLICIES AND REGULATIONS

Academic Honesty

Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. Just as academic honesty is vitally important to the value of a college education, academic dishonesty is a serious offense because it diminishes the quality of academic scholarship at Anderson University and defrauds society, the institution, faculty, and other students. Additionally, academic dishonesty undermines the well-being of those who may eventually depend upon one's knowledge and integrity. Anderson University encourages the imposition of strict penalties for academic dishonesty and does so in order to protect the integrity of the grading system and to affirm the importance of honesty, integrity and accountability in the University community. The policy on Academic Dishonesty is described in the Student Handbook. The forms of academic dishonesty addressed by this policy include plagiarism, fabrication, cheating, and academic misconduct.

Academic Load

The academic load is measured in terms of "semester hours." Students normally take 16 semester hours each term. This may consist of five to six different subjects. One tuition fee is charged to all full-time students, that is, those enrolled for 12-17 semester hours. The student taking more than 17 semester hours, excluding Theatre 101, 201, 301, 401, ROTC, MUP 120, 121, 122, 123, 125, 126, 127, 128, EDU 275, FYE 101, or HON 310, 410, is charged additional tuition. Some courses, such as applied music courses, require an additional fee regardless of the student's load. Depending upon one's grade-point average, a student may be advised to register for fewer semester hours than the normal load. Students with grade-point averages 3.0 or above may be permitted to exceed the normal semester-hour load. Students enrolled in 12 or more semester hours are considered full-time students. Resident students are required to be enrolled in at least 12 hours to retain the privilege of living in a university residence hall. Students who enter as conditionally admitted are limited to a maximum of 15 credit hours during the first semester.

Registration

Registration is the process of enrolling in classes for a semester or summer term. Current students may pre-register for classes following consultation with their faculty advisors. New students will register for classes during late spring and summer once they have been assigned to and consulted with their freshman advisor. Late registration will be completed during the Drop/Add period at the beginning of each term. A student must be in good academic and financial standing in order to complete the registration process.

Adding and Dropping Courses

At the beginning of the semester, there is a three-day add/drop period.

No course can be added after the third class day for classes meeting three times weekly, or after the second class day for classes meeting twice weekly, or after the day preceding the second class day for classes meeting once weekly. Any course dropped during the first two calendar weeks does not appear on the student record, and the student is not charged for it. If a student does not attend class on the first scheduled class meeting without prior notification to the instructor, the student will be withdrawn from the class.

Classification of Students

Students are classified according to the number of semester hours earned, at the following semester-hour intervals:

Semester Hours Earned	Classification
0 - 29	Freshman
30 - 59	Sophomore
60 - 89	Junior
90 or above	Senior

Classification of TCR refers to students who are seeking initial teaching certification. "Special" is used for students renewing their teaching certification or adding on an additional endorsement. Students are also classified as either "resident" or "commuter" and as "part-time" or "full-time." Full-time students are those who are registered for 12 or more semester hours of course work during a semester. If a resident student drops below 12 semester hours, permission from the Dean of Student Services must be granted to remain in a university residence.

Course Numbering

Courses designated for different levels are numbered as follows:

100-level–Freshman; 200-level–Sophomore; 300-level–Junior; 400-level–Senior

Freshmen may not register for 300–400 level courses. Students classified as sophomores may not register for 400-level courses and may not register for 300-level courses without special permission from the instructor in the course and from the head of the division in which the course is listed. Students classified as juniors may register for any level course for which a prerequisite has been met.

Tests and Examinations

Students who have studied French or Spanish in high school and who make a satisfactory score on the language placement tests in those subjects are allowed to enroll in intermediate rather than beginning courses. These tests are used to determine the level at which students should begin the study of the disciplines covered by the tests. Transfer students are not given a test in English if allowed to transfer courses that are considered the equivalent of English courses that meet the University's general education requirements in these areas.

Periodic tests and a final examination at the end of the semester occur in all classes. Final examinations are scheduled for all classes, and the examinations are given as scheduled. When a student is absent from a test or examination, the instructor for the course determines whether the student is to be allowed to make up the test or examination missed. The semester's work for a course ends when the final examination has been given.

Transferring Credits to Anderson University

Credit is given for transferable courses successfully completed (C grade or higher) at a regionally accredited college or university. Credits earned at non-accredited institutions, non-college parallel programs at technical colleges, and non-traditional programs are evaluated for transfer on a case-by-case basis. All courses accepted for transfer will be entered on the academic transcript. Transfer grades work will not be computed in grade point average. Transfer credit is awarded based on semester hours taken at the transferring institution. Quarter hours and other credits will be converted to semester hours. A maximum of 64 semester hours will be accepted toward a bachelor's degree in transfer from an institution that awards only the associate degree. Substitution of transfer courses for courses required in degree programs at Anderson University will be determined on a case-by-case basis. Maximum flexibility will be exhibited in determining the appropriateness of course substitution. In the Teacher Education Program, Anderson University is obliged by accreditation standards to accept only courses considered equivalents of the courses in the University's approved Teacher Education Program. The Dean of the College of Education must approve all transfer courses for education majors. Transcripts of transfer students will be evaluated as soon as possible after acceptance. Students will be directed by the Registrar's Office to make an appointment with the College Dean of their chosen major who will advise the student of the transfer courses that have been accepted.

Credit by Examination

Advanced Placement. AP examinations with a score of 3 or higher will be accepted for credit at Anderson University provided that an official copy of the score is received by the Registrar's Office. A student's transcript will note credit earned (CR).

College Level Examination Program. CLEP is intended to reward college-level achievement without regard to how that achievement was attained. Only subject exams, essentially end-of-course tests developed for specific courses, are applicable to credit at Anderson University. Information and materials are available from the Office of Evening Admissions.

Course Challenge. With the approval of the appropriate faculty member and College Dean, a student may receive credit by demonstrating mastery through an examination. The faculty member and the College Dean must approve if credit by examination is appropriate in a given course. Earning credit through examination is an opportunity that may be granted under certain circumstances. A student may not receive credit by examination for an independent or directed study course, a course audited, a course with an acceptable CLEP examination, or a course in which a grade of D or F has been earned. Students desiring credit by examination may not attend any classes in a course related to the challenge. Upon approval, a student must register for the examination during the registration period and pay the examination fee. The student may consult the faculty member early in the term about the content of the examination and the standards by which it will be evaluated. However, the faculty member will not provide the student any

instruction beyond a description of the examination and a recommended list of readings. Credit by examination is awarded for a grade of C or higher. An entry of CR will be placed on the transcript indicating that credit has been awarded. If the grade on the examination is below C, an entry of NC will be recorded. The semester hours earned through credit by examination will count in the hours earned, but a student's grade-point average is not affected by a course challenge.

Independent and Directed Studies

Students may take by independent study a course in the University curriculum with approval of the instructor, advisor, and College Dean. The student meets with the instructor individually and completes most of the course work through independent activities. A course that is being offered during a particular semester cannot normally be taken by independent study. Generally, a faculty member will not supervise more than six (6) semester hours of independent study concurrently. A directed study course may be offered when one or more students request a course which is not included in the curriculum of the University but which is appropriate to the mission and scope of the University.

Course requirements for independent study are the same as the requirements and learning objectives of the course when it is taught in structured classes. Independent study is approved only for students of high ability (generally requiring a cumulative GPA of 3.0 or higher) and motivation, inasmuch as it requires more time, concentration, and initiative for successful completion. A course in which a student has previously earned a grade of "D" or "F" may not be repeated through independent study. Tuition for independent and directed studies is not included in normal tuition charges (see Expenses section). Faculty, staff, and their dependents must pay the full amount of tuition charged for independent study or directed study courses.

Grade Point Average

The GPA is computed by dividing the total number of grade points earned by the total number of semester hours attempted, excluding repeats of courses in which the grade of "D" or "F" has been earned. A student's transcript shows two different calculations of the grade-point average: (1) the designation "Grad" includes only courses numbered 101 or higher and is used to determine eligibility for Dean's List, graduation honors, admission to teacher education, and graduation; (2) the grade-point average designated on the transcript as "CUM" reflects grades earned in courses numbered 100 or below (developmental or remedial courses), as well as all other work completed at Anderson University. Academic probation and suspension are determined by this calculation of the grade-point average.

Right of Appeal

If a student perceives treatment to be unfair, capricious, or arbitrary in any academic decision, then such a decision may be appealed. Appeals must be initiated within one month of the date of the decision or action being appealed. The student should first appeal the decision in writing to the person who made it, stating appropriate rationale for reconsideration. If the matter is not resolved, the student may then appeal the decision in writing to the next highest authority. In matters related to courses, the line of appeal is the instructor in the course, then the College Dean, and finally the Senior Vice President for Academic Affairs. Each person to whom an appeal is made has five working days in

which to communicate the decision to the student. Students should understand that mere unhappiness with a decision is not grounds for an appeal. For an appeal to have merit, there must be some evidence that the student has been treated inappropriately with regard to the administration of the University's policies.

Grading System

The grades appearing on the transcripts of students at Anderson University are as follows:

Letter Grade	Description	Value
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
CR	Credit	0
NC	No Credit.	0
F	Failing	0
P	Passing	0
I	Incomplete (A student requested grade)	0
W	Withdrew	0
NR	No report by instructor	0
X	Audit, no credit	0
UA	Unsatisfactory Attendance	0
UG	Unsatisfactory Grade	0
UB	Unsatisfactory Attendance and Grade	0

Both "I" and "NR" are temporary grades. The grade designation "I" is a student-requested grade and is not assigned otherwise. "NR" is a designation that may appear when a grade is not reported by the instructor. This is a temporary grade and will be changed to a permanent grade by the instructor at the earliest opportunity. Grades of "I" and "NR" are not computed in the grade point average.

Each student is responsible for keeping a personal record of grade reports and total credits earned.

Early Conditional Grades

In an effort to target students who encounter academic difficulty in the early weeks of each semester, and to alert the students of their difficulties, professors assign temporary grades. These grades are symbolized by "UA" (Unsatisfactory Attendance), "UG" (Unsatisfactory Grades), and "UB" (both attendance and grades are unsatisfactory).

Incomplete Grades

The grade of incomplete must be requested by the student when some circumstance beyond the student's control prevents the completion of all course requirements on time. The student makes the request in writing to the instructor, who must approve the request before a grade of "I" can be assigned. The Request for an Incomplete Grade Form must be completed and turned-in to the Registrar's Office prior to the end of the last day of classes for the term or semester. A student may not receive an incomplete grade simply because of failure to complete the requirements for a course where there are not extenuating circumstances. The course work must be completed, and the final grade reported, within thirty days following the end of the academic term in which the "I" was requested. Otherwise, a failing grade will be recorded. Students requesting an extension of this time must seek approval of the faculty member. A final grade report is not sent to students after finishing an incomplete but is reflected on the student's transcript to which the student has digital access. Incomplete grades that are not completed in a timely fashion will be converted to an "F" at the end of the following semester.

Pass/Fail Option

To encourage students to broaden their academic program Anderson University has established a policy whereby students, under certain circumstances, may register for a limited number of semester hours credit on a pass/fail basis.

The following guidelines apply: (1) Students must have earned at least 60 semester hours of credit and have earned at least a 2.5 GPA in order to register for courses on a pass/fail basis; (2) Students may register for no more than 12 semester hours of credit on a pass/fail basis in their degree program; (3) Students may not register for more than one pass/fail course in a given semester or summer term; (4) Students may not register for any general education requirement or major/minor requirement on a pass/fail basis, as only electives may be taken on a pass/fail basis; (5) Students must have satisfied all prerequisites for a course for which they register on a pass/fail basis or have the permission of the instructor to enroll in the course; (6) Students who have registered to take a course by pass/fail may not change this decision after the date of financial responsibility; (7) Students who wish to repeat courses in which they earned the grade of D or F may not register to take them on a pass/fail basis.

The following procedures are to be followed: Students who wish to register for a course on a pass/fail basis should obtain the Pass/Fail Option Checklist from Anderson Central, and return it to the Registrar before the date of financial responsibility. Instructors are informed of students in their classes who are taking courses pass/fail. Students complete all requirements for a pass/fail course, including the final examination. Instructors report the grade a student earns in the course. The grade of P is recorded for students who earn an A, B, C, or D, or the grade of F for students who earn a failing grade. Courses taken on a pass/fail basis count in the computation of hours earned for courses in which a passing grade is earned. The grade of P does not count in the computation of the grade point average, but the grade of F is computed in the grade point average.

Grade Changes

Once a grade has been recorded, it may be changed only by the instructor to correct a computational error; and such changes must be approved by the Dean of the College in which the course is listed. If a student feels that a grade received has been assigned unfairly then the grade may be appealed. The appeal must be presented in writing within one month in the following order: the instructor who assigned the grade, the Dean of the College in which the course is listed, and finally the Senior Vice President for Academic Affairs. However, a decision to change a grade in such cases can be made only by the Senior Vice President for Academic Affairs.

Grade Reports

Students may view their grades by using the University's online resources.

Dean's List

Outstanding academic achievement is recognized each term by inclusion on the Dean's List. Full-time students who have a term grade point average of 3.5 or better are eligible for this recognition. Grades in courses numbered 100 or below and incompletes are not calculated in the determination of eligibility for the Dean's List.

Graduation Honors

Anderson University follows the practice of graduating students with honors and confers three categories of recognition to outstanding students.

First, the President's Award is presented to a member of the graduating class who best exemplifies a balance between campus leadership, citizenship, scholastic aptitude, Christian commitment, and concern for fellow students. Second, during the awarding of diplomas, members of the graduating class are named to membership in the Denmark Society, which honors former President Annie Dove Denmark. Students named to this honor represent the highest Anderson University ideal in leadership, campus citizenship, scholarship and Christian character. Finally, students who successfully complete the Honors Program are recognized in the graduation program, and a notation of this achievement appears on the diploma. The graduation program and diploma designate honor graduates of high academic attainment using the following Latin phrases: Cum Laude, 3.50 to 3.74 GPA; Magna Cum Laude, 3.75 to 3.94 GPA; and Summa Cum Laude, 3.95 to 4.00 GPA. Grades in courses numbered 100 or below are not calculated in the determination of eligibility for graduating with honors.

Repetition of Courses

Students may only repeat a course in which they previously earned a grade of "D" or "F." A course must be repeated only at Anderson University and may not be repeated more than twice. Students may not repeat Education 484/495, 494/495, 495 or 496 without permission from the Director of Teacher Education and the Senior Vice President for Academic Affairs.

Even though a student may repeat a course to improve a grade-point average, all grades earned remain on the transcript. However, the highest grade earned for a course will be used in computing the grade-point average.

Satisfactory Academic Progress

Full-time students are considered to be making satisfactory academic progress unless they fall below standards for minimum scholastic attainment, as described below.

Cumulative semester hours attempted at AU and/or transferred	Minimum Cumulative GPA
1 - 12	1.5
13 - 25	1.6
26 - 38	1.7
39 - 51	1.8
52 - 64	1.9
65 or above	2.0

Academic Probation and Suspension

Students must meet the above minimum requirement to avoid being placed on academic probation. If a student fails to meet the above minimum requirement for two consecutive semesters, it will result in suspension from Anderson University for a period of one semester. The calculation of grade-point averages to determine academic probation and suspension is reflected in the "CUM" line on the student's transcript and includes all courses numbered 100 or below as well as all other courses completed at Anderson University. Calculations to determine the status of students with regard to probation and suspension are done only at the conclusion of the fall and spring semesters and not following summer sessions. The record of a part-time student is not analyzed with regard to determining satisfactory academic progress until 12 semester hours of course work has been attempted.

Suspension Appeals and Eligibility for Financial Aid

Any student suspended may appeal in writing to the Senior Vice President for Academic Affairs. The appeal must be submitted within two weeks from the date on the letter notifying the student of the suspension. To have an appeal seriously considered, a student must present pertinent information to justify granting the appeal. In order to remain eligible for financial aid, students must be judged to be making satisfactory academic progress. Students who successfully appeal an academic suspension and are allowed to enroll the following semester are not necessarily considered to be making satisfactory progress and may not have their eligibility for financial aid reinstated. Students who are re-admitted following suspension are not entitled to institutional or federal financial aid until such time as the Senior Vice President for Academic Affairs determines that the student is making satisfactory academic progress.

Re-enrollment Option for Students Academically Suspended After Spring Semester

Any student who is academically suspended from Anderson University after the spring semester is offered the opportunity to attend summer school at Anderson University for the purpose of improving his/her grade point average to the level which is required for continued enrollment in the fall term. **The student is strongly advised to consult with his/**

her academic advisor, the Registrar, or the Office of Academic Affairs to determine the grades needed in the summer in order to qualify for continued enrollment in the fall.

The student may enroll in May or June summer sessions for this purpose. **Note: The student must enroll in Anderson University summer sessions. Summer school studies at other institutions will not satisfy this offer.** Please note that courses taken at other institutions while the student is under academic suspension will not be accepted at Anderson University. The June session begins in late May, and summer school applications should be in by that date.

The offer of attending summer school for the purpose of improving his/her grade point average represents the student's primary opportunity to gain continued enrollment in the fall semester. The only exception to this is that appeals for reinstatement without summer study will be heard in the event of a student being unable to attend summer school due to circumstances beyond his/her control. However, academic suspension is permanently noted on a student's academic record here at Anderson University and removed only in the event an institutional error has been made.

Re-admission Following Suspension

The one semester period of suspension is defined as beginning after the last day of the semester during which the student received suspension and continuing until the first day of the semester the student is eligible to begin a new semester at Anderson University. If a student wishes to enroll at Anderson University following the period of suspension, a Former Student Application for Admission must be submitted to the Admissions Office. Decisions regarding re-admission will be based on evidence supporting the probability of successful completion of the academic program at Anderson University. Students re-admitted following suspension are admitted on academic probation. Courses completed during the period of suspension may not be transferred to Anderson University. At the end of this semester of probation, a student must achieve a grade-point average for removal from probation or be suspended a second time. Re-admission following a second suspension is not likely and would be granted only under unusual circumstances.

Financial and Academic Responsibility

A student is financially and academically responsible for all enrolled classes at the end of the second week of classes for each fall and spring semester. This policy does not apply to summer sessions or to other special terms.

Interruption of Enrollment

Students whose enrollment at Anderson University is interrupted for one or more semesters must apply for re-admission. If re-admitted, they come under the curriculum and regulations stated in the catalog in effect at the time of their readmission.

Class Attendance Regulations for Semester Classes

Enrollment in a course obligates the student to attend regularly. Absence for any reason from more than 20% of scheduled class sessions will result in failure of the course. The instructor will record an "F" for the student unless the student successfully completes the process for withdrawal prior to the last day to withdraw. If a withdrawal is approved the grade of "W" will be recorded by the Registrar. Each instructor, however, may set higher attendance policy standards than those described above.

Students who miss classes representing Anderson University in officially sponsored activities are granted an excused absence. Excused absences may also be granted for extenuating circumstances beyond the student’s control, provided the instructor is given appropriate documentation and the Office of Academic Affairs is notified. All excuses are subject to instructor review; if approved, the student must, within 3 calendar days of returning to class, make arrangements with the instructor to make up the work missed. The excused absence does not exempt the student from the attendance policy but does allow the student to make up the work missed during the absence.

All students are required to attend the first scheduled day of classes and labs. Students who cannot attend the first class are responsible for contacting the instructor prior to the first class meeting to indicate their intent to remain in the class. If a student does not attend the first class meeting or make contact with the instructor, the instructor will notify the Registrar and the student will be dropped from the roll. Students should check their transcript online periodically to affirm the enrollment for each semester or term is accurate.

Withdrawal from Courses

Students may withdraw from no more than 15 semester hours of course work from the date of their admission to the university through the date of their graduation. This regulation applies to the summer sessions as well as the regular semesters and terms. Withdrawals allowed for transfer students are permitted based on the number of hours that are transferred to Anderson University:

Hours transferred	Maximum number of hours allowed for withdrawal
0-29	15
30-59	12
60-89	9
90 or above	6

If a student withdraws from one or more courses within the first ten class days or officially withdraws from the university, those courses will not count in the number of withdrawals permitted and will not appear on the student’s record for the semester. It is the student’s responsibility to submit a course withdrawal form, signed by both his/her advisor and instructor, to the Registrar’s Office by the deadline (designated each semester by the Registrar’s Office) for withdrawing from courses. If the student’s request to withdraw exceeds the maximum number of hours allowed, the request will be denied by the Registrar’s Office and the student will remain enrolled in that course and receive a grade based on his/her performance. The Registrar’s Office will notify the student, advisor and instructor of the denial of that request. If the student withdraws from a course after the deadline, the grade of “F” will be recorded from the course unless the student can demonstrate extenuating circumstances. Students may appeal to the Senior Vice President of Academic Affairs for consideration of such circumstances.

If a student exceeds the number of absences allowed in the course after the deadline for withdrawing from courses, the student will receive the grade of “F” for the course. There

is no refund of tuition for full or part-time resident students who withdraw from one or more courses during the semester. Part-time non-resident students enrolled in the fall or spring semester are eligible to receive partial refund of tuition if they officially withdraw from one or more courses before the deadline specified in the Financial Aid section of the catalog.

Withdrawal from the University

The University recognizes that certain situations may necessitate withdrawal from the University. This process for official withdrawal begins with the Academic Services Center. The official withdrawal date will be the last day a student attends classes. A grade of "W" or "F" may be assigned depending on the date of official withdrawal. If the student fails to follow the procedure for official withdrawal or if the withdrawal date is after the deadline, the grade of "F" is assigned for all courses registered. If a student's withdrawal from the University after the deadline is caused by extenuating circumstances, it may be appealed to the Senior Vice President for Academic Affairs for approval to receive the grade of "W." Students who withdraw from the University may be eligible for partial refund. Refer to the Financial Information section of this catalog for the refund schedules.

Temporary Student Leave

After providing support documentation, consulting with, and receiving approval from the professional university staff in the Student Development Division of the university, a student may request a Temporary Student Leave. A student might seek a Temporary Leave for any of the following reasons: childbirth, military service, physical health, or mental health. Temporary Student Leave allows a student to return to the university within one year without having to reapply or change catalogs. Students making this request must be currently in good academic standing at the university. Requests for Temporary Student Leave will not be processed after classes have ended for a term or a semester.

Students seeking a Temporary Student Leave will complete a Withdrawal Form in the Academic Services Center where a professional staff member(s) will be designated as the clearance contact for the student to return to campus.

When the student believes he/she is ready to return to campus, the student must request an interview with the designated staff member. Following the interview and review of supporting documents, the staff member will determine the student's readiness for return to campus. If the staff member(s) supports the student's return, the staff(s) member will notify the student's advisor that clearance has been granted, and the student may begin the registration process.

Students who are initially denied the Temporary Student Leave or who are denied a request for return to campus may appeal that decision to the Vice President for Student Development who will assemble a review committee from the professional staff and faculty.

Requests for Transcripts

Students may request a copy of their academic record by filling out a "Transcript Request Form" in Anderson Central. Official transcripts are \$10.00 each. Transcripts will not be released for any individual who has any indebtedness to Anderson University. Unofficial transcripts are available online.

Student Records

Anderson University maintains various student records. (1) Academic records are maintained in the Registrar's Office. (2) Admissions records are transferred from the Admissions Office to the appropriate College Dean/advisor upon a student's enrollment. (3) Advising records are maintained by faculty advisors. The Advising Record, which is the permanent record, contains the following items: admissions application, transfer evaluation records, advisor anecdotal records, Individual Program Worksheet, and other related information. (4) Alumni records are maintained in the Alumni Office. (5) Financial records are maintained in the Business Office. (6) Financial Aid records are maintained in the Financial Aid Office; financial statements of parents are not accessible to students. (7) Medical records are maintained by the Health Center. (8) Personal counseling records are maintained by the Student Services Office and are not accessible to the student. (9) Disciplinary records are maintained in the Student Development Office and kept for four (4) years beyond the student's initial enrollment at Anderson University. (10) Disability documentation and records are maintained in the Academic Services Center and kept for seven (7) years after the student's last date of attendance.

The records listed above, except those specified as inaccessible, may be reviewed by the student. In some instances, a written request may be required, but in no instance will the University wait longer than forty-five (45) days to provide access to the record. The student may be charged a maximum of ten cents per sheet for photocopies of the records. If there is a disagreement between the student and the custodian of the records that cannot be resolved in informal discussion, a hearing will be scheduled within forty-five (45) days of receipt of the student's written request. The hearing will be conducted by a person who is appointed by the Chairman of the Faculty and approved by the student. The results of the hearing will be transmitted in writing to the student and mailed to the campus and home address.

In keeping with the provisions of the Federal Education Rights and Privacy Act of 1974, the University will not issue transcripts or other personally identifiable records of a student without the student's written consent, except as indicated below: (1) Anderson University officials will have access to the records; (2) Grade reports may be mailed to parents of dependent children if the Registrar is instructed to do so by the student; (3) Records may be released in connection with a student's application for, or receipt of, financial aid; and (4) Certain state and federal officials have legal access to the records.

Information About Students Considered Public Records

Certain items are considered to be public information and may be released by the University without written consent unless the University is instructed to withhold such information from the public. Items of public information are name, address, telephone listing, parents' names, date of birth, field of study, participation in officially recognized activities and sports, weight and height of varsity athletes, dates of attendance, recognitions, degrees and awards received, and previous educational institutions attended. Any student who does not want this information released by the University must communicate this preference in writing to the Registrar by the end of the first week of classes each semester.

Policy for Students Receiving Veterans Administration Benefits

Students who receive VA benefits are subject to special governmental rules with regard to academic probation and course withdrawal. Recipients of VA benefits may not be certified

for such benefits for more than one semester of academic probation. In some instances, the student may be eligible to continue as a student of the University without the VA benefit. Recipients of VA benefits who withdraw from a course after mid-semester will receive a grade of "F" for the course unless the withdrawal was due to extenuating circumstances. The VA Benefits Program is administered by the Registrar's Office.



Student Development & Campus Life



The Student Development staff at Anderson University is concerned with the provision of programs and services for students outside the classroom. Anderson University faculty and staff are committed to assisting students as they strive to develop intellectually, physically, socially, morally, and spiritually. Students are responsible for their own actions, not only to self and to God but also to the university and to fellow students. Choosing to join this campus community obligates each person to a code of behavior guided by the Christian principles of love of God, neighbor, and self. Students in the Anderson University community agree to practice the following:

- Respect for others, by acting in a manner respectful of the rights and privileges of others and upholding that every member of the campus community, regardless of race, sex, age, disability, or religion, has the right to grow and learn in an atmosphere of respect and support.
- Respect for Property, by acting in a way that respects personal, university and community property and refraining from actions wasteful or destructive to individuals, property, or the environment.
- Respect for Truth, by exhibiting high standards of integrity and moral obligation in relation to roommates, friends, students, peers, and family while avoiding all forms of lying, cheating, stealing, and plagiarism.
- Respect for Rules, Regulations, and Law, by abiding by and supporting the rules and regulations of the University Code of Conduct, along with all federal, state, and local laws and ordinances.
- Respect for Academic Integrity, by doing one's own coursework, in preparation for all assignments and in the classroom.

All Anderson University students, whether resident or commuting, should expect to find a supportive campus environment with a wide variety of opportunities for learning, growing, and enjoying life. All students are encouraged to take an active part in the life of the university community, to join campus social and academic organizations, to participate in intramural sports, and to enjoy the various musical, theatrical, and cultural events hosted at Anderson University.

OPPORTUNITIES FOR INVOLVEMENT

Because all of a student's time is not spent in classes and studying, Anderson University offers a variety of extracurricular activities that provide opportunities for intellectual, physical, and social growth. The opportunities for growth will assist the student in development and maturity in order to help the student become a better campus citizen and perhaps a leader in the world outside the University. With the help of student leaders, the Student Activities Director coordinates campus activities that are designed to provide opportunities for wholesome recreation and personal development. Some of the many events planned are movies, dances, tournaments, short courses, travel, and leadership training.

Campus Organizations

Opportunities for service and fellowship are offered by membership in the following organizations and groups: Alpha Chi, Alpha Phi Omega, Alpha Psi Omega, American Choral Directors Association, American Society of Interior Designers, A.U. Ambassadors, A.U. Echoes (student newspaper), A.U. Equestrian Team, A.U. Ultimate Frisbee Club, Baptist Collegiate Ministries (BCM), Campus Activities Board, Chi Alpha Sigma, Cheerleaders, University Republicans/Democrats, Collegiate Business Forum, Collegiate Music Educators—MENC, Council for Exceptional Children, Dead Poets' Society, Education Club, Fellowship of Christian Athletes, Fine Arts Society, Gamma Beta Phi, History and Government Club, Interim Youth Ministry Teams, International Club, Journey Team, Karate Club, Minorities Involved in Change, National Art Education Association – Collegiate Chapter, National Association of Teachers of Singing, Pep Club, Physical Education Majors Club, Praise Choir, Psychology Club, Pure Gold, Reformed University Fellowship (RUF), Science Club, Spanish Club, Student Alumni Leadership Team, Student Government Association, and Young Life, to name a few.

In addition, all Anderson University students have the opportunity to participate in the various music ensembles on campus. These musical groups include the Anderson University Choir, the Anderson University Chamber Singers, the Anderson University Wind Ensemble, the Anderson University Ensemble, Radiance, the Anderson Symphony Orchestra, the Anderson University String Ensemble, and various choral and instrumental chamber ensembles. Check with the administrative assistant of the Fine Arts Division for information on membership in these organizations.

Christian Life at Anderson University

At Anderson, our goal is to help students enrich their college experience and their lives by providing a dynamic Christian environment and instilling Christian values through higher education.

For many young adults, no other time in life is as critical as the college years, a time when they make choices and decisions that will affect the rest of their lives. Anderson University has a Christian faculty and staff, challenging spiritual programs, and strong Christian organizations – all of which come together to help Anderson students deepen their faith, share in Christ's love, and grow in their relationship with God.

Because Anderson University is a Christian institution sponsored by the South Carolina Baptist Convention, Christ-centered activities are an important facet of campus life. These activities are varied, and all students, regardless of denominational affiliation, can find a means of expressing their faith at Anderson.

- Students at Anderson are given many opportunities to integrate faith with their college experience. *The Journey* is designed to bring our campus family together to worship with a special focus on the hearts and minds of students, and their relationship with God. Students are required to attend eight (8) events in *The Journey* each semester.
- A part of every student's core curriculum is the requirement to complete successfully two (2) religion courses – Introduction to the Bible and The Teachings of Jesus.
- The goal of Anderson University Campus Ministries is to present the good news of Jesus Christ in words and actions that are meaningful and relevant to today's college student. Our desire is to connect college students to the person of Jesus Christ in a way that will help them make a lifelong commitment to follow His calling in a personal relationship.

- Every student is encouraged to participate in Anderson's Campus Ministries. With ministry opportunities available throughout the week, Anderson students find many ways to participate, worship, serve, and lead.

Our Campus Ministries program includes:

- Area churches
- BCM (Baptist Collegiate Ministry)
- Campus Crusade for Christ
- Student-led Renewal Week
- Community Service
- Cohesive Coffeehouse
- FCA (Fellowship of Christian Athletes)
- Ministry Internships
- Ministry Teams
- RUF (Reformed University Fellowship)
- Women's Ministries
- Ministry Leadership Houses (student housing)
- Special concerts/events
- Weekly Campus Worship

Other Christian activities include:

- Anderson University Choir
- Anderson University Gospel Ensemble
- Interim youth ministry teams
- Journey teams
- Praise bands
- Residence hall Bible studies
- Revival teams
- Small group Bible studies
- Worship ministry teams

Campus Ministries encourages students, faculty, and staff to integrate the Christian faith with every aspect of life internally, in their hearts and minds, as well as externally with the community at large. Past mission trips have taken students, faculty, and staff to work with missionaries and needy people in New Orleans, New York City, the Philippines, India, France, Taiwan, Indonesia and other locations. Teams regularly assist local ministries in thrift stores, soup kitchens, and assisted-living centers. Other projects include work with Habitat for Humanity and Calvary Children's Home. Students are also encouraged to get involved in worship, fellowship, and service through a local church during their stay at Anderson University.

Sports, Intramural and Athletics

Anderson University has many intramural sports activities available to all students. Opportunities include air hockey table, basketball, billiards, dodge ball, flag football, ping pong, powder puff football, softball, tennis, ultimate Frisbee, and volleyball. Students are encouraged to participate in the many teams that are organized to provide fun, exercise, and spirited competition.

Students may participate in a wide range of intercollegiate sports while enrolled at Anderson University. Women may participate in cross country, track & field, soccer, basketball, volleyball, tennis, golf, and fast-pitch softball. Men's teams compete in cross-country, track & field, soccer, wrestling, basketball, baseball, golf and tennis. Anderson University is a member of the National Collegiate Athletic Association (Division II) and the Carolinas-Virginia Athletic Conference (CVAC). Also under the athletic umbrella are the club teams of Equestrian and Cheerleading.

Facilities: Fitness Center in Abney Gym, Whyte Gym in Vandiver Hall, and Game Room in Student Center.

Student Government

Every student enrolled at Anderson University is automatically a member of the Student Government Association. The object of the SGA is "to foster student interests and activities, to maintain high standards of scholarship and honor among students, to aid in administering regulations, and to transact business pertaining to the student body." The Administration and the Board of Trustees of Anderson University believe that the welfare of the University will be advanced by the development of an efficient system of self-government among the students. Students have been entrusted to share in matters relating to student conduct, loyalty and honor. It is the duty of each student to uphold the highest standards of conduct, loyalty and honor in all phases of college life.

Every student who wants to become involved in the Student Government Association has ample opportunity. In addition to numerous elected positions, the President of the SGA appoints members to committees under the jurisdiction of the SGA. Every student has an opportunity to serve, whether a commuter or a resident and whether a freshman, sophomore, junior, or senior. (A complete description of the organization of the Student Government Association may be found in the Student Handbook.)

Student Publications

Student publications include "Ivy Leaves," a literary journal published once a year and "AU Echoes," a student newspaper published each month. "Ivy Leaves," which is sponsored by the faculty in English and Art, solicits short stories, poetry, drama, and art from students. Major staff positions for "AU Echoes" are filled in the spring of each year. However, staff positions are always open for students who wish to serve on the publication staff. In addition, Anderson University maintains a television production studio. All of these student media are designed primarily to be direct extensions of the classroom experience, supervised by faculty members and budgeted as part of the academic program.

Traditions

President's Reception. During the opening days of the fall semester, members of the campus community are invited to the President's home for an outdoor reception, allowing new students the opportunity to meet other students, faculty, and staff.

Christmas First Night. Presented as a gift to the Anderson community to usher in the season of Advent, this tradition highlights student leaders and musical groups in an evening of praise and worship.

Founders' Day. Celebrated in mid-February, this convocation service focuses on the heritage of Anderson University.

Homecoming. Typically held during the spring semester, alumni join students as class representatives are selected to the Homecoming Court and a Queen and King are selected from the senior class; athletic events, dances, concerts, and alumni programming usually accompany the event.

Honors and Recognitions

Students at Anderson University are eligible for many outstanding awards, based on academic achievement, leadership, personal character, and service to the university and the community. These recognitions include, but are not limited to, the following: Who's Who in American Colleges and Universities; Academic Awards in the various Majors; the Denmark Society; the President's Award; Dean's List, and the South Carolina Independent Colleges and Universities' Student of the Year.

Bookstore and Campus Mail

The bookstore and campus mail office are located in the Student Center. The bookstore carries a wide selection of required and optional reading, course supplies, clothing, and other merchandise. Each residential student is assigned a mailbox and regular mail delivery and service is in operation unless the university is closed.

Dining Services

Martin Dining Room in Merritt Administration Building and the Canteen in the Student Center are the primary settings for food service on campus. Residential students must select one of the university meal plans. Aramark is the contracted food service vendor for the university.

Campus Safety

Maintaining the safety of the campus community is the preeminent concern of university officials. While a university campus is an open environment and no assurance of complete immunity from risk can be made, the University is committed to implementing the highest standards of safety and health promotion in accord with its safety management plan. In compliance with the Federal Crime Awareness and Security Act of 1990, Anderson University prepares an annual report setting forth campus security policies and campus crime statistics. This report, which also contains safety and security tips, is furnished to all current students and employees and to any applicant for enrollment or employment upon request.

The primary purpose of the Campus Safety department is to protect the property and lives of the faculty, staff, students and guests of Anderson University. The department is also responsible for enforcement of parking regulations. The security officers are employees of Anderson University. They are certified by the state of South Carolina, and have the same arrest power of a deputy sheriff. One or more members of the department are on duty 24 hours a day during the time school is in session. The officers are available any time after dark to transport students from their cars to their campus housing or from one building to another on campus. Officers will assist students with dead batteries and keys that are locked inside cars.

Academic Honesty

Students are expected to observe the highest ethical standards pertaining to academic achievement. Without honesty there is no achievement. Plagiarism, fabrication, cheating, and academic misconduct are serious offenses and may result in dismissal from the course or the University. Initial jurisdiction in such offenses is with the professor and College involved. The nature of offenses, appeals process, penalties, and consequences are outlined in the Student Handbook.

Student Development

The University provides a comprehensive program of student development. All activities and programs are designed to help students to have positive and rewarding personal growth experiences while at Anderson University. The areas within Student Development include the following: Career Planning and Placement, Counseling, Health Services, Intramurals, Orientation, Freshman Programs and Community Service, Residence Life, and Student Activities.

Career Planning and Placement

The Office of Career Services provides assistance to students by helping them relate their career goals to their educational plans. The staff seeks to meet students at their individual level of need in developing a self-directed career search. This may begin through counseling on career majors, career direction, and career interest inventories. The career resource library provides information on internships, preparation for career fairs, and on-campus recruiting. Students may participate in workshops on the traditional approach to job searching, internet job searching, networking, resume writing, and interviewing. Staff members are available to critique resumes and conduct mock interviews. The office maintains listings of part-time and full-time jobs. If graduate study is an option for students, this office can provide information regarding financial aid and appropriate admissions tests.

Counseling

Counseling is a process of assessing both academic and personal growth, discovering potential, dealing with adjustment problems, and developing plans that will create a more satisfying lifestyle. A variety of counseling services are available to all students. There is no charge for most services, and the highest ethical standards are maintained. Individual, confidential personal counseling is available to students. This type of counseling is useful for those who are having significant problems with adjusting to life changes. It may also be appropriate for those who are having significant distress over interpersonal relationships or personal emotions and feelings. The University has a full-time counselor on campus whose office is located in the Village. Referral service is available for those having needs that cannot be met by the university counseling center.

Freshmen Programs and Community Service

The Office of Freshman Programs and Community Service exists to provide support and assistance to new students in making a successful transition to college. In addition to programs to aid new students, the Office also coordinates activities which provide opportunities for faculty, staff, and students to live out the mission of the University by practicing the Christian principle of service to others.

Health Services

The goal at the Health Services Center is to provide a Christ-centered clinic that will provide care to enhance the educational process, by removing or modifying barriers to learning and to promote an optimal level of wellness. The Center is located on the bottom floor of The Village. A full-time nurse is available to triage students and arrange for a physician referral if necessary. The clinic is available to all full-time, traditional students. (Daily hours and drop-in times are posted at the beginning of each semester.)

Orientation

Through Orientation to Anderson University, new students embark upon a successful transition to university life. The Orientation program is designed for participation by all new students and sets the stage for future success in college. The program is successful in helping students acclimate to college, and students are at a great disadvantage if they do not attend.

Parents and spouses are included in the programming and are encouraged to attend as well. Students may select to attend any one of two dates set for Orientation. The program involves placement testing; get-acquainted activities with other students, faculty, and administrators; introduction to academic majors; academic advising; and first semester course selection.

Housing and Residential Life

The Residence Life staff makes every effort to ensure harmonious and enjoyable living conditions conducive to study and comfort within the resident halls. Anderson University housing includes convenient single sex residence halls and smaller apartment style buildings. Room assignments are made by the Residence Life Office. Students who wish to live in a residence hall must maintain a minimum academic load of 12 semester hours.

Believing that students benefit in personal growth and educational opportunity from residential living, Anderson University requires all freshmen and sophomore students to live in campus housing. Students who desire to live off campus prior to their junior year must meet criteria described in the Student Handbook. Residence halls are staffed by adult area coordinators and student resident assistants. The resident assistants are student leaders who are available to help guide their peers in developing good community living. Students are encouraged to take leadership roles in the residence halls to help maintain a quality environment. Resident students are expected to maintain a clean and healthy living environment. Residing in campus housing is a privilege. Students who fail to meet the standards and expectations outlined in the Student Handbook may lose the privilege of campus housing. The University reserves the right to make all room assignments. No student is guaranteed the same room assignment each year. The University may choose to move a student into another room assignment at any time in the semester if it is deemed in the best interest of the university community.

Conduct and Expectations

As members of the University community, students enjoy the rights and privileges that accrue to such membership. Additionally, students are expected to abide by all University rules and regulations and by the laws of the city, state, and nation. Students are expected to act responsibly and to avoid conduct detrimental in its effect upon themselves and the University, both on and off campus. The University reserves the right to take disciplinary action if students are involved in illegal or irresponsible conduct on or off campus.

Statement of Values

The basis of all interaction at Anderson University is the expectation that students, faculty, and staff will behave in accordance with the values of a Christian academic community. Anderson University's ideals are the ideals of Christian people. Each student is responsible for his or her actions, not only to self and to God, but also to the University and to fellow students. Student responsibilities and expectations are described in full in the Student Handbook found on the AU website. (A personal copy may be obtained, if needed, from the Student Development Office). By enrolling at Anderson University, each student makes a commitment to be guided by the Christian principles of love of God, neighbor and self.

Student Responsibilities and Expectations

The person-centered philosophy, which is at the heart of the university's educational mission, affects the lives of all who are part of the campus community. This is based on the assumption that all who live and work here recognize the worth and dignity of all people and the special contributions they make to the university, to society, and to the Christian community. Community life involves both enhancements to and restrictions on our personal and collective freedoms and concurrently necessitates both internal and external restraints. Discipline is the responsibility of all members of the community to ensure the preservation of the common good.

Familiarity with the academic and social guidelines of the University is a responsibility of each member of the campus community. This includes all matters governing academic programs and policies, graduation requirements, student life policies, cooperation with university officials in matters related to institutional effectiveness, and other responsibilities as a contributing member of the campus community. This catalog, various academic program handbooks, the Student Handbook, and official university publications, whether in print or electronic form, exist for the purpose of conveying such information. Membership in the community is a privilege and not a right.

Policies

Alcohol, Tobacco, and Firearms. See Student Handbook for policies on Alcohol, Tobacco, and Firearms.

Controlled Substances. The illegal use, possession, and/or distribution of narcotic or other controlled substances are expressly forbidden. Individuals who violate this policy may be subject to applicable civil law and penalties. (See Student Handbook for details.)

Harassment. Anderson University promotes a learning and working environment free from religious, racial, or sexual harassment and violence. The university's policies address this as well as outline prevention programs, reporting procedures, and penalties for violation of the policy. (See Student Handbook for details.)

Motor Vehicles and Parking. The University controls traffic and parking on campus as conferred by the South Carolina Vehicle Code (SCVC) and the Campus Safety Office administers this. All operators of a motor vehicle, bicycle, or other form of transportation governed by the SCVC must obey appropriate rules and regulations ensuring the safety of all and the continued privilege of campus access. Knowledge of vehicle registration, acceptable parking areas, regulations, fines, and the appeals process are the responsibility of the operator and are detailed in the Student Handbook.

Theft or Damage to Personal Property. The University assumes no liability for theft or damage to personal property. Individuals are encouraged to have insurance to cover such events.

Interim Suspension

When the University Code of Conduct is violated (see full explanation in the Student Handbook), the University may pursue disciplinary action via established campus judicial procedures. In certain circumstances, the President of the University may impose a University or residence hall suspension prior to the hearing before a judicial body. The hearing should be scheduled as soon as possible to make a determination on the case. Interim suspension may be imposed only: (a) to ensure the safety and well-being of members of the University community or preservation of University property; (b) to ensure the student's own physical or emotional safety and well-being; or (c) if the student poses a definite threat of disruption of or interference with the normal operations of the University. During the interim suspension, students shall be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities or privileges for which the student might otherwise be eligible, as the President may determine to be appropriate.

Presidential Right of Dismissal

The President of the University is authorized by the Board of Trustees to dismiss any student whose presence in the University, for reasons of health, conduct, or scholarship does not meet with the approval of the administration, or whose influence, whether by word or deed, is injurious to other students or to the welfare and/or harmonious operation of the institution. A presidential dismissal supersedes all other University dismissal procedures or policies, does not require advance notice, and shall take effect at the sole discretion of the President. A student dismissed under this policy may be required to withdraw from enrollment and/or any or all dimensions of the campus community.



University Directory



Trustees

Terms expiring in 2007:

C. Nakia Davis
James Rudy Gray
Julie Hershey
Patricia Dell Panagakos
Jerry C. White

Terms expiring in 2010:

John Brock
James M. Lusk
Carl Martin
Shawn R. McGee
Thomas R. Young, Sr.

Terms expiring in 2008:

Martha M. Axmann
Timothy L. Edmonds
Edward Stewart
Thomas E. Thrift
Aaron Bret Tolbert

Terms expiring in 2011:

W. Fred Astin
Leonard L. Brown, Jr.
Danny Burnley
W. Todd Morris
James H. Stovall

Terms expiring in 2009:

Brandon E. Bailey
Ralph F. Carter, Jr.
Francis M. Crowder
Delano McMinn
Walter G. Sweet, Jr.

Administrative Officers (2007-2008)

(Date indicates beginning of service at Anderson University.)

Evans P. Whitaker, President (2002)

B.S., Gardner-Webb University; M.Ed., Ph.D., Vanderbilt University.

Danny M. Parker, Senior Vice President for Academic Affairs (2004)

B.A., M.A., Jacksonville State University; Ph.D., Auburn University.

J. Robert Cline, Jr., Vice President for Christian Life (2005)

B.A., Gardner-Webb University; M.Div., D.Min., Southeastern Baptist Theological Seminary.

Bob L. Hanley, Vice President for Student Development (1985)

B.A., M.A., Clemson University; Ph.D., University of Georgia.

R. Mark Hughes, Vice President for Enrollment Services (1988)

A.A., Anderson University; B.S., M.H.R.D., Clemson University.

John M. Kunst, CPA, Vice President for Finance and Administration (2003)

B.S.Acc., Bob Jones University.

R. Dean Woods, Vice President for Institutional Advancement (1988)

A.A., Anderson University; B.A., Furman University; M.Div., The Southern Baptist Theological Seminary.

Faculty (2007-2008)

* indicates recipient of the Michael Boles Excellence in Teaching Award

◆ indicates Honors Faculty

*Dorota A. Abramovitch, Professor of Chemistry (1996)

M.S., Technical University of Wroclaw; Ph.D., Clemson University.

Greg E. Allgood, Instructor of Speech/Theatre (2004)

A.A., Anderson University; B.A., Carson-Newman College; M.A.Comm., Southwestern Baptist Theological Seminary.

◆H. Kyle Anderson, CMA, CPA, Professor of Accounting (1997)

B.A., Furman University; M.P.A., Clemson University.

Jane S. Cahaly, Assistant Professor of Education (2003)

B.S., Auburn University; M.A., Clemson University; Ed.D., Nova Southeastern University.

Linda W. Carlson, Assistant Professor of Education (1990)

B.A., Muskingum College; M.Ed., University of Pittsburgh.

James W. Clark, Professor of Music (1970)

B.M., Mississippi College; M.M., Southern Methodist University; D.M.A., University of South Carolina.

Nathan J. Cox, Associate Professor of Art (2002)

B.F.A., Millikin University; M.F.A., Bradley University.

*Wayne V. Cox, Professor of English (1992)

B.A., University of Maine; M.A., Ph.D., University of South Carolina.

James A. Dancik, Instructor of Chemistry and Science Lab Manager (2006)

B.A., Illinois Institute of Technology; M.S., Governors State University.

James R. Davis, Professor of Accounting (2005)

B.B.A., M.P.A., Ph.D., Georgia State University.

Douglas Lee Davison, Assistant Professor of English (1979)

A.A., Anderson University; B.A., Furman University; M.A., Clemson University.

Jacque W. Davison, Associate Professor of Mathematics (1978)

A.A., Anderson University; B.A., M.S., Clemson University.

Cheryl B. deHoll, Assistant Librarian/Cataloging (1989)

B.A., University of the Pacific; M.L.I.S., University of South Carolina.

George M. Ducworth, Assistant Professor of Criminal Justice (2004)

B.A., Clemson University; J.D., University of South Carolina.

♦James S. Duncan, Associate Professor of Communication (2000)
B.A., Deakin University; M.A., Ph.D., Regent University.

Gilbert T. Eyabi, Assistant Professor of Mathematics (2006)
B.S., M.S., University of Buea (Cameroon).

Deirdre W. Francis, Assistant Professor of Music (2002)
A.F.A., Anderson University; B.M.E., Furman University; M.M., Westminster Choir College.

*Kim H. Freeman, Assistant Professor of Mathematics (1988)
B.S., M.Ed., Clemson University.

*Robert Herman Fries, Associate Professor of Physics and Astronomy (1974)
B.A., Middlebury College; M.S., Rensselaer Polytechnic Institute.

Margarit S. Gray, Associate Professor of Biology (2001)
B.S., Jacksonville State University; M.H.S., Medical University of South Carolina;
M.S., Ph.D., Clemson University.

Bob L. Hanley, Associate Professor of English and Education (1985)
B.A., M.A., Clemson University; Ph.D., University of Georgia.

♦James P. Haughey, Professor of English (1989-94, 1998)
B.A., M.A., Clemson University; Ph.D., University of South Carolina.

Danny L. Hawkins, Associate Professor of Education (2004)
M.Ed., Ed.S., Clemson University; Ph.D., University of South Carolina.

Jane Hawley, Assistant Librarian/Reference (2005)
B.A., Anderson University; M.L.I.S., University of South Carolina.

Margaret B. Hicks, Instructor of Education (1999)
B.S., East Tennessee State University; M.S., University of Tennessee.

Diana S. Ivankovic, Associate Professor of Biology (2004)
I.B., United World College of the Adriatic; B.S., Lander University; M.S., Ph.D.,
Clemson University.

Miren Ivankovic, Associate Professor of Economics and Finance (2006)
B.S., Lander University; M.B.A., M.A., Ph.D., Clemson University.

Shirley Revan Jacks, Professor of French and Spanish (1964-71, 1972)
A.A., Mars Hill College; B.A., Carson-Newman College; M.A., University of North Carolina; Ph.D., University of Georgia.

Valerie Johnston, Instructor of Health Services Management (2007)
A.S., Macon State College; B.S., Georgia Institute of Technology; M.B.A., Duke University.

Teresa M. Jones, Assistant Professor of English (2007)
B.S., Auburn University; M.A., Ph.D., Georgia State University.

Peter J. Kaniaris, Professor of Art (1986)

B.F.A., Cleveland Institute of Art; M.F.A., University of Houston.

Carol L. Karnes, Professor of Management (1991)

B.A., Eastern Michigan University; M.A., University of Michigan;
M.B.A., Oakland University; Ph.D., Clemson University.

Don F. Keller, Assistant Professor of Education (2006)

B.S., M.A., Southeast Missouri State University; Ed.D., Indiana University.

Lori M. Kinley, Visiting Professor of Interior Design (2007)

B.S., Bradley University; B.A., Anderson University; M.A., Savannah College of Art
and Design.

Larry R. Knighton, Assistant Professor of Education (2007)

B.A., M.Ed., Ed.S., Clemson University; Ed.D., University of Georgia.

Carrie T. Koenigstein, Assistant Professor of Biology and Chemistry (2007)

B.S., Virginia Tech; M.Ed., Converse College; Ph.D., Duke University.

David O. Korn, Associate Professor of Spanish (1987)

B.A., M.A., University of Wisconsin, Milwaukee; Ph.D., University of Michigan.

◆ Thomas R. Kozel, Professor of Biology (1992)

B.A., University of Miami; M.S., Ph.D., University of Louisville.

William A. Laing, Assistant Professor of Management (2003)

B.S., University of New Hampshire; M.B.A., University of Montana; Ph.D., Capella
University.

David Ward Larson, Professor of Theatre (1985-90, 1991)

B.F.A., Illinois Wesleyan University; M.A., University of Minnesota; Ph.D., University
of Illinois.

◆*John Lassiter, Professor of History (1984)

B.A., University of North Carolina; M.A., College of William and Mary; Ph.D.,
University of North Carolina.

E. Anne Martin, Associate Professor of Interior Design (1993)

A.A., Anderson University; B.S.H.E., M.Ed., University of Georgia.

David E. Massey, Associate Professor of Psychology (1993)

B.A., University of South Florida; M.Div., The Southern Baptist Theological
Seminary; M.Ed., Georgia State University; Ph.D., Fuller Theological Seminary.

Linda K. McCuen, Assistant Professor of Education (2003)

B.S., Eastern Kentucky University; M.Ed., Georgia State University; Ed.D., Nova
Southeastern University.

Deborah W. McEniry, Professor of Theatre (2007)

B.M., Westminster Choir College; M.A., Ph.D., New York University.

◆Edgar V. McKnight, Jr., Assistant Professor of English (2002)

B.A., Wake Forest University; M.A., Ph.D., University of North Carolina at Chapel Hill.

Janet E. D. Miller, Assistant Professor of Education (2007)

B.A., Erskine College; M.Ed., Clemson University; Ed.D., Nova Southeastern University.

Kent Millwood, Librarian (1988)

A.S., Hiwassee College; B.S., University of Tennessee; M.Ed., Middle Tennessee State University; M.L.S., University of Tennessee.

◆*Jo Carol Mitchell-Rogers, Professor of Art (1988)

B.F.A., University of Georgia; M.F.A., Clemson University; Ph.D., University of Georgia.

James E. Motes, Associate Professor of Christian Ministry (2001)

A.A., Anderson University; B.A., Mars Hill College; M.Div., Southeastern Baptist Theological Seminary; M.S., Southern Wesleyan University.

◆*Daniel Stephen Mynatt, Associate Professor of Religion (1992)

B.A., Wake Forest University; M.Div., Ph.D., The Southern Baptist Theological Seminary.

◆Ryan A. Neal, Assistant Professor of Religion (2005)

B.A., Texas Tech University; M.Div., Southwestern Baptist Theological Seminary; M.Th., Ph.D., University of Edinburgh, Scotland.

Lois J. Oldenburg, Instructor of Education (2005)

B.S., Bob Jones University; M.S., Morehead State University.

Valerie J. Owens, Instructor of Computer Information Systems (2001)

B.S., Clemson University; M.A., Webster University.

Conny Palacios, Associate Professor of Spanish (2004)

B.A., Saint Thomas University; Ph.D., University of Miami.

Lynette M. Pannell, Instructor of Education (2006)

B.S., Winthrop College; M.A., Furman University

Danny M. Parker, Professor of History and Political Science (2004)

B.A., M.A., Jacksonville State University; Ph.D., Auburn University.

◆Brett C. Patterson, Assistant Professor of Religion (2002)

B.A., Furman University; M.Div., Duke University; Ph.D., University of Virginia.

David L. Perry, Assistant Professor of Music (2005)

B.M., M.M., D.M.A., Arizona State University.

Jeffrey T. Price, Associate Professor of Art (2007)

B.F.A., University of Oklahoma; M.F.A. Virginia Commonwealth University.

Betty Jo Pryor, Associate Professor of Biology (1967)
B.A., Tift College; M.Ed., University of Georgia.

Lee C. Rawl, Assistant Professor of Education (2006)
B.S., University of South Carolina; M.A.T., Winthrop University; Ed.S., Clemson University; Ed.D., Nova Southeastern University.

Lewie H. Reece, IV, Assistant Professor of History (2002)
B.A., University of Alaska at Fairbanks; M.A., Clemson University; Ph.D., Bowling Green State University.

◆David F. Reinhart, Associate Professor of Psychology (1999)
B.A., M.A., University of Windsor; Ph.D., California School of Professional Psychology.

Vanessa Rettinger, Instructor of Kinesiology (2007)
B.S., Wingate University; M.Ed., Clemson University.

*Danny L. Rhodes, Associate Professor of Management (2000)
B.A., Clemson University; M.A., Pepperdine University; Ph.D., Walden University.

Joy M. Rish, Assistant Professor of Mathematics (1986)
A.A., Anderson University; B.A., Carson-Newman College; M.A., Furman University; M.A., The Southern Baptist Theological Seminary.

◆Rodney M. Rutland, Associate Professor of Kinesiology (2001)
B.S., University of South Carolina-Aiken; M.S., Ph.D., Auburn University.

Rosemary F. Schiavi, Associate Professor of Education (2002)
B.A., Brescia University; M.S., C.A.S., Syracuse University; Ed.D., University of South Carolina.

Patrice F. Shearin, Assistant Professor of Kinesiology (2005)
B.A., Columbia College; M.Ed., South Carolina State University.

Greg A. Silver, Instructor of Computer Information Systems (2003)
B.B.A., M.S., Georgia State University.

Henry S. Spann, Instructor of English (2002)
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Joe Miller, Head Varsity Baseball Coach
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Stewart Hudspeth, Assistant Men's Soccer Coach
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240 | University Directory

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A.A., B.S., Anderson University.

Timothy Jared, Area Coordinator

B.A., Azusa Pacific University.

Student Activities

Position Vacant, Director of Student Activities

Karen Smith, Administrative Assistant



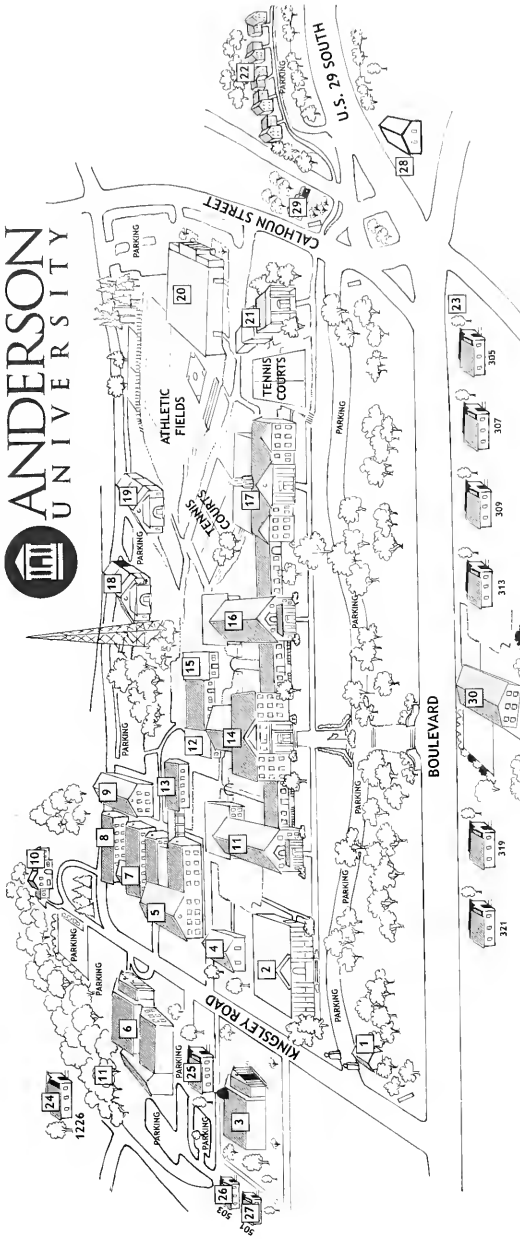
ANDERSON UNIVERSITY PROFILE, 2007-2008

Founded	1911
Location	316 Boulevard, Anderson, SC 29621
Campus	54 acres in northeastern section of city
Classification	S-Postbac/Ed: Single postbaccalaureate (education)
Calendar	Two 15-week semesters; two summer sessions; five 8-week terms for adults
Degrees/Majors	BA, BS, BM, BME, BBA, BCJ, BHSR, M.Ed; 29 majors and 24 concentrations
Enrollment	1666
Student/Faculty	14:1
Faculty PhD	65%
2003 entering class	Average 1062 SAT; 3.7 HS GPA
Financial Aid	Over \$19 million distributed in 2004-05 to over 80% of student body
Athletics	NCAA Division II; Carolinas-Virginia Athletic Conference; 18 sports
Alumni	Over 10,000 in 50 states and 36 countries

CAMPUS OFFICES FOR QUICK REFERENCE

Dial 1-864-231- and the following extensions:

Academic Affairs	2145
Admissions	2030 (1-800-542-3594)
Alumni	2025
Anderson Central	2070
Athletics	2029
Bookstore	2010
Business Office	2130
Campus Ministries	2077
Career Services	2149
Community Relations	2015
Disability Services	2026
Evening Admissions	2020
Financial Aid	2070
Fine Arts Center	2125
Help Desk	2457
Human Resources	2066
Institutional Advancement	2102
Library	2050
President	2100
Registrar	2120
Security	2060
Student Accounts	2181
Student Services	2075
Other Offices	2000
Or visit us on the web	www.andersonuniversity.edu



1. Gate House
Campus Safety
Support Services Operations
2. Johnston Hall
College of Education
School of Interior Design
Thrift Library
3. Rice Building
Financial Aid Office
Anderson Central
Watkins Teaching Center
Academic Services
Classrooms, Faculty Offices
Freshmen Programs & Community Services
4. Student Activities Office
Callie Stringer Rainey Fine Arts Center
Henderson Auditorium
Belk Theatre, Gallant Gallery
Sullivan Conference Room
Daniel Recital Hall, Gambrell Choral Room
Art, Music and Theatre Departments
5. Vandiver Hall
Education Classrooms
Whyte Gym
Village Hall
Health Center
Career Services
Counseling Office
Intramurals
Physical Plant Operations
Facilities & Purchasing Coordinator
Institutional Research
Residence Life
Student Services
Kingsley Road Residence Hall
Abney Athletic Center
Sullivan Building
Campus Ministries
6. South Rouse Residence Hall
North Rouse Residence Hall
Lawton Residence Hall
President's Home
Denmark Residence Hall
West Student Center
Business Office
Faculty Office Building
Merritt Administration Building
Administrative Offices
Dining Hall
Merritt Theatre
Classrooms
Student Center
Lounge - Canteen
Game Room
Bookstore
Post Office
Information Services
Graduate Studies
Pratt Residence Hall
7. College Avenue Residence
College Avenue Residence
ACCEL - Evening Admissions
Admissions
315 Boulevard Residence Hall
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Admissions
315 Boulevard Residence Hall
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ACCEL - Evening Admissions
Admissions
315 Boulevard Residence Hall
28. College Avenue Residence
College Avenue Residence
ACCEL - Evening Admissions
Admissions
315 Boulevard Residence Hall

- Academic Calendar, Traditional Program / 189
- Academic Calendar, Graduate Studies / 190
- Academic Courses / 100
- Academic Curriculum / 40
- Academic Honesty / 195, 214
- Academic Load / 195
- Academic Policies / 188
- Academic Probation and Suspension / 202
- Academic Programs / 50
- Academic Responsibility / 203
- Academic Services Center / 47
- Academic Support Services / 47
- ACCEL Program for Adult Students / 101
- Accounting Courses / 138
- Accounting Concentration / 74
- Accreditations and Affiliations / 16
- ACE / 194
- Adding and Dropping Courses / 196
- Administrative Officers / 219
- Admissions / 19
- Admission, Types of / 19
- Admission, Special Procedures / 20
- Advanced Placement / 197
- Advising / 47
- Aerospace Studies Courses / 183
- Air Force ROTC / 47, 183
- Anderson Central / 22
- Anderson University Profile / 244
- Anthropology Course / 108
- Appeal, Right of / 198
- Applicants, Notification to / 21
- Application Procedures / 19
- Application for Graduation / 193
- Army ROTC / 47, 185
- Art Courses / 161
- Art Education / 55
- Astronomy Courses / 108
- Auditors, Admissions / 21
- Award Limitations / 24
- B.A. with a Major in Art / 53, 54, 55, 56, 57
- B.A. with a Major in Christian Ministry / 58
- B.A. with a Major in Communication / 59, 60, 61
- B.A. with a Major in English / 62, 63
- B.A. with a Major in History / 64, 65
- B.A. with a Major in Interior Design / 66
- B.A. with a Major in Music / 67, 68
- B.A. with a Major in Psychology / 69
- B.A. with a Major in Religion / 70
- B.A. with a Major in Spanish / 71
- B.A. with a Major in Theatre / 72
- B.S. with a Major in Biology / 73
- B.S. with a Major in Business / 74, 75, 76, 77, 78
- B.S. with a Major in Early Childhood/
Elementary Education / 79
- B.S. with a Major in Elementary Education / 80
- B.S. with a Major in Kinesiology / 84
- B.S. with a Major in Mathematics / 82, 83
- B.S. with a Major in Physical Education / 85
- B.S. with a Major in Pre-Engineering / 86, 87
- B.S. with a Major in Special Education/Learning
Disabilities/Elementary Education / 81
- Bachelor of Business Administration Degree / 93, 94
- Bachelor of Criminal Justice Degree / 95
- Bachelor of Human Services &
Resources Degree / 95, 96
- Bachelor of Music Degree / 88, 89
- Bachelor of Music Education Degree / 90, 91, 92
- Balance, Outstanding / 24
- Biology Courses / 108
- Bookstore / 213
- Business Courses / 139
- Campus / 16
- Campus Life / 208
- Campus Mail / 213
- Campus Map / 245
- Campus Offices for Quick Reference / 244
- Campus Organizations / 210
- Campus Safety / 213
- Career Planning and Placement / 214
- Catalog Information / 2
- Charges, Explanation of / 37
- Check Cashing Policies / 24
- Ceramics Concentration / 54
- Chemistry Courses / 111
- Christian Life / 210
- Christian Ministry / 58
- Church-Related Vocations Program / 45
- Church Music Courses / 168
- Church Music Concentration / 68
- Classification of Students / 196
- Class Attendance Regulations / 203
- CLEP / 194, 197
- College of Adult and Professional Studies / 101
- College of Arts and Sciences / 106
- College of Business / 136
- College of Education (Graduate) / 156
- College of Education (Undergraduate) / 146
- College of Visual and Performing Art / 160
- Communication Courses / 112
- Community Service / 214
- Complaint Procedure / 3
- Completion of General Education Requirements / 192
- Completion of Second Degree / 192
- Computer Information Systems Concentration / 75, 94
- Computer Information Systems Courses / 140
- Computer Services / 48
- Concentration / 42
- Concurrent Enrollment Program / 45

- Concurrent Students, Admissions / 21
- Conduct and Expectations / 215
- Consumer Information / 35
- Contents / 3
- Correspondence Course Limitations / 194
- Counseling / 214
- Course Challenge / 197
- Course Numbering / 196
- Credit by Examination / 197
- Criminal Justice Courses / 104
- Cultural Experience / 193
- Curricula / 41
- Dean's List / 201
- Debit Card Payments / 23
- Declaring a Major/Minor / 194
- Degrees Awarded / 42, 192
- Degree Designations on Diplomas / 192
- Dining Services / 213
- Directed Studies / 46, 183, 198
- Directed Study Course / 183
- Directory / 218
- Dismissal / 217
- Double Major / 194
- Dropping Courses / 196
- Early Childhood/Elementary Education, ACCEL / 96
- Early Conditional Grades / 199
- Economics Courses / 141
- Education Courses / 150, 158
- Elementary Education / 80
- Emeriti Faculty / 231
- Endowed Scholarships / 33
- Engineering Course / 114
- English Courses / 114
- English, Secondary Education / 63
- Enrollment, Continuation of / 21
- Enrollment, Verification of / 23
- Exam Schedules / 191
- Examinations / 196
- Expectations / 215, 216
- Expenses / 35
- Faculty / 220
- Fees, Special / 36
- Finance Courses / 142
- Finance/Economics Concentration / 76
- Financial Aid, Academic Requirements / 26
- Financial Aid, Application Process / 24
- Financial Aid, Eligibility / 26
- Financial Aid, Off-Campus, Foreign,
International Studies / 35
- Financial Aid, Withdrawal, Charges and
Refund Policies / 31
- Financial Obligations / 194
- Financial Policies / 38
- Fine Arts Course / 167
- First Choice / 26
- Former Students, Admissions / 20
- French Courses / 117
- Freshman Year Experience / 184
- Freshmen Programs / 214
- General Education / 51
- General Education Requirements / 52, 192
- Geography Course / 118
- Grade Changes / 201
- Grade Point Average / 198
- Grade Reports / 201
- Grades in Major/Minor Courses / 194
- Grading System / 199
- Graduation Honors / 201
- Graduation Requirements / 192
- Grant-in-Aid Information / 25
- Graphic Design Concentration / 56
- Health Services / 215
- Health Services Management Courses / 143
- Health Services Management Concentration / 94
- History of Anderson University / 14
- History Courses / 119
- History/Social Studies, Secondary Education / 65
- Honors Courses / 184
- Honors Program / 44
- Housing and Residential Life / 215
- Human Resource Management Concentration / 77
- Human Services Courses / 104
- Human Services & Resources / 95
- Incomplete Grades / 200
- Independent Studies / 46, 198
- Index / 246
- Institutional Effectiveness / 14
- Instrumental Track / 91
- Interim Suspension / 217
- Interior Design Courses / 177
- International Students, Admissions / 20
- International Studies Courses / 185
- Interruption of Enrollment / 203
- Journey Program / 193
- Keyboard or Instrumental Performance / 88
- Kinesiology Courses / 119
- Library Services / 48
- Loans / 27
- Major / 41, 194
- Management Courses / 144
- Management Concentration / 78
- Marketing Courses / 145
- Mass Media Concentration / 59
- Master of Education Degree / 156, 157, 158
- Mathematics Courses / 123
- Mathematics, Secondary Education / 83
- Meal Plan Change Forms / 23
- Media Services / 48

- Military Leadership Courses / 185
- Minors / 41, 43, 98, 99, 194
- Minors, Requirements for / 98, 99
- Mission Statement of Purpose / 7
- Music, Applied Courses / 167
- Music Courses / 171
- Music Education Courses / 168
- Music History and Literature Courses / 169
- Music, Performing Ensembles Courses / 170
- Music, Recitals Courses / 171
- Music, Theory Courses / 173
- Non-Discrimination / 3
- On-Line Education Program, ACCEL / 103
- Opportunities for Involvement / 209
- Orientation / 215
- Other Resources: Financial Aid / 29
- Painting and Drawing Concentration / 57
- Part-Time Faculty / 225
- Pass/Fail Option / 200
- Personal Contact Information, Changes to / 23
- Philosophy Courses / 126
- Physical Education Courses / 154
- Physical Science Courses / 126
- Physics Courses / 126
- Political Science Courses / 126
- Pre-Professional Studies / 46
- Presenting Anderson University / 6
- President's Message / 4
- Presidential Right of Dismissal / 217
- Profile / 244
- Psychology Courses / 127
- Public Records / 206
- Public Relations/Advertising / 60
- Re-admission Following Suspension / 203
- Re-enrollment Option / 202
- Recognitions / 201, 203
- Refund Policies / 31
- Registration / 195
- Religion Courses / 129
- Repetition of Courses / 201
- Requests for Transcripts / 23, 205
- Residency Requirement / 194
- Right of Appeal / 198
- ROTC / 47, 183, 185
- Safety / 213
- Satisfactory Academic Progress / 27, 202
- Scholarship/Grant Opportunities / 28
- Scholarships, General / 33
- School of Interior Design / 176
- Science Courses / 131
- Second Degree / 192
- Sociology Courses / 131
- SC Teachers Loan / 28
- SC Teachers Loan for Career Changers / 28
- Spanish Courses / 132
- Speech Course / 174
- Sports, Intramural and Athletics / 212
- Staff / 233
- Stafford Loan / 27
- State Tuition Prepaid Plans / 30
- Statement of Values / 216
- Strategic Plan / 7
- Student Development / 214
- Student Development Policies / 216
- Student Development and Campus Life / 208
- Student Disability Service / 47
- Student Government / 212
- Student Publications / 212
- Student Records / 206
- Student Responsibilities / 216
- Student Teaching and Completion of Coursework / 149
- Study/Travel Abroad / 45
- Summer School / 44
- Summer School Students, Admissions / 21
- Suspension Appeals / 202
- Teacher Certification Only / 149
- Teacher Education Program / 146
- Teacher Education Program Policies / 147
- Teaching Fellows Program / 46
- Temporary Student Leave / 205
- Tests and Examinations / 196
- Theatre Courses / 174
- The Cultural Experience / 193
- The Journey Program / 193
- Total Credit Hours Required / 192
- Traditions / 212
- Transferring Credits / 197
- Transient Students, Admissions / 21
- Transcript Requests / 23, 205
- Transfer Students, Admissions / 20
- Trustees / 219
- Tuition Exchange / 30
- University Directory / 218
- Values / 7
- Vision Statement / 7
- Veterans Administration Benefits / 29, 206
- Vocal/Choral Track / 92
- Vocal Performance / 89
- Vocational Rehabilitation / 30
- Washington Center Courses / 186
- Withdrawal from Courses / 204
- Withdrawal from the University / 205
- Writing Concentration / 61

Academic Standards and Policies

Academic Calendar / 189-190
 CLEP, ACE Credits, Correspondence
 Course Limitations / 194
 Credit by Examination / 197
 Tests and Examinations / 196
 Declaring a Major/Minor / 194
 Double Major / 194
 Final Exam Schedule / 191
 Grades in Major/Minor Courses / 194
 Grade Change / 201
 Grade Reports / 201
 Grade Point Average / 198
 Grading System / 199
 Early Conditional Grades / 199
 Incomplete Grades / 200
 Pass/Fail Option / 200
 Dean's List / 201
 Graduation Honors / 201
 Residency Requirement / 194
 Satisfactory Academic Progress / 202
 Financial and Academic Responsibility / 203
 Policies for Students with VA Benefits / 206
 Academic Honesty / 195
 Transferring Credits to AU / 197

Academic Difficulties

Right of Appeal / 198
 Incomplete Grades / 200
 Repetition of Courses / 201
 Satisfactory Academic Progress / 202
 Academic Probation and Suspension / 202
 Suspension Appeals and Financial Aid / 202
 Reenrollment Option for
 Academically Suspended Students / 202
 Re-admission Following Suspension / 203
 Withdrawal from Courses / 204
 Withdrawal from the University / 205
 Temporary Student Leave / 205

Academic Support

Advising / 47
 Tutoring Services / 47
 Disability Accommodations / 47

Admissions

Types of Admissions / 19
 General Application Procedures / 19
 Special Procedures for Admission / 20
 Notification to Applicants / 21
 Continuation of Enrollment / 21

Adult ACCEL Students

College of Adult and Professional Studies / 101
 Admissions to ACCEL / 102
 Financing your Education in ACCEL / 102
 Financial Responsibility Policy for ACCEL / 103
 Withdrawal from ACCEL Courses / 103
 Expenses and Fees / 35

Degree Information

List of Degrees, Majors, and Concentrations / 42
 Degrees Awarded / 192
 General Education Program / 51-52
 Recommended Course Sequences by Degree / 53-97
 Academic Course Descriptions / 104-186
 Requirements for Minors / 98

Enrollment and Course Registration

Academic Load / 195
 Registration / 195
 Adding and Dropping Courses / 196
 Classification of Students / 196
 Course Numbering / 196
 Independent and Directed Studies / 198
 Repetition of Courses / 201
 Financial and Academic Responsibility / 203
 Interruption of Enrollment / 203
 Class Attendance / 203

Financial Aid and Expenses

Consumer Information / 35
 Check Casing Policies / 24
 Debit Card Payments / 23
 Academic Requirements for Maintaining
 Financial Aid / 26
 Financial Aid Application Process / 24
 Satisfactory Academic Progress (quantitative) / 27
 Award Limitations / 25
 Full Grant-in-Aid Information / 25
 First Choice / 26
 Student Loans / 27
 Meal Plan Change Form / 23
 Outstanding Balance / 24
 South Carolina Teachers Loan / 28
 Expenses / 35
 Special Fees / 36
 Explanation of Charges / 37
 Withdrawal, Charges, and Refund Policies / 31
 Financial Policies / 38

Graduation Requirements

Total Credit Hours Required / 192
 Completion of General Education Requirements / 192
 The Journey Program / 193
 The Cultural Experience / 193
 Application for Graduation / 193
 Clearing Financial Obligations Prior to Graduation / 194
 Residency Requirement / 194

Student Records

Requests for Transcripts / 205
 Student Records / 206
 Information about Students Considered
 Public Records / 206
 Verification of Enrollment / 23
 Student Transcripts / 23
 Name/Address/Phone Number Changes / 23

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ANDERSON
UNIVERSITY

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